



10

TENTH ANNUAL REPORT


OF THE

Institution for the Education of

FEEBLE-MINDED CHILDREN,

LOCATED AT JACKSONVILLE, ILLINOIS.

DECEMBER, 1874.



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TRUSTEES' REPORT.

To His Excellency, Governor JOHN L. BEVERIDGE :

SIR—We respectfully submit this the tenth annual report of the Illinois Institution for the education of Feeble minded Children.

The Rev. W. J. Rutledge, whose term of service as trustee expired in July, 1873, was re-appointed from Pike county for a new term of five years.

The receipts and expenditures on ordinary expense account for the year ending November 30, 1874, have been as follows :

Total receipts.....	\$26,082 18
Total expenditures.....	25,981 59
	<hr/>
Balance on hand.....	\$100 59
Insurance fund account:	
Total receipts.....	\$505 42
Total disbursements.....	423 44
	<hr/>
	81 98
Total amount on hand.....	<hr/> \$182 57

A detailed statement of the receipts and expenditures will be found in the financial statement of the superintendent accompanying this report.

Although the appropriation made by the general assembly for the support of the institution for the last two years was based upon an expected attendance of 80 pupils, the attendance for the school term for the past year, including the days' board furnished pupils during vacation, was equivalent to 107, at an average cost *per capita* to the State of about \$230 per annum, including insurance.

When it is considered that the inmates of this institution require, from their helpless condition, a greater amount of personal care than those of any other class of the State beneficiaries, the cost of tuition and maintenance of the pupils during the past year has been comparatively very moderate, and probably at as small a sum *per capita* as they could have been maintained properly elsewhere.

One-fourth of the pupils remained at the institution during the vacation, and hereafter a much larger proportion will probably remain, as the cost of transportation to the respective counties from which they come, some of them being from remote sections of the state, is such a serious bill of expense, and the want of proper discipline is so productive of unfavorable results while they are absent, that the best welfare of pauper pupils, at least, will be secured by their remaining at the institution.

The experience and the investigations of the board of trustees of this and similar institutions, as well as the State Board of Public Charities of this and other States, have established the following facts :

First—That idiots exist in civilized communities in the ratio of at least 1 to every 800 inhabitants.

Second—That there is no evidence of a tendency to a decrease of idiocy in its ratio to the population, but on the contrary statistics indicate its increase.

Third—That idiots without instruction must be maintained at the expense of others, for they are unable to provide for themselves.

Fourth—That their condition, whether in private families or in public almshouses or jails, is deplorable, and the dictates of humanity necessitate some decided change for the amelioration of that condition.

Fifth—That when maintained singly in private families or in small numbers in county poorhouses, provided they receive proper care, the cost *per capita* must be greater than when they are congregated in institutions and asylums.

Sixth—That a large percentage of the number of idiots in any state can be rendered capable of some degree of useful occupation, thus compensating in whole or in part for the cost of their maintenance, if trained and instructed at a proper age.

Seventh—That almost all can, by training, be made decent in their habits, and to assist in ministering to their own personal wants.

The results of the investigations in Illinois have shown that there are in the State 3000 idiots of all ages; that about one-third of them are of a school attending age, and that the friends and county authorities having control of one-fifth of them are anxious that the State shall afford them advantages for instruction and training; that their condition is just as deplorable as those of other States; that they can be educated to productive usefulness, and many of them instructed in the ordinary branches taught in common schools; that all can be made more obedient, decent in their habits, and to care for themselves partially in personal matters; that they can be made happy and useful, instead of being miserable burdens to their friends and society; that in the institution they can be supported and educated at a less cost *per capita* than when kept without education at their homes and at the county almshouses.

The institution has now 103 pupils present, and in order to accommodate them is very much crowded. Some of these pupils are *physically*, as well as mentally, very helpless, being unable to walk.

The buildings now in use for the purposes of the institution are cheap pine, frame structures, and, in case they should take fire, would burn so rapidly that it would be a matter of impossibility to save the lives of all the inmates should it break out in the night.

While using every effort to counteract this danger, it has been and continues to be a source of anxiety, and we can do no less than urge the legislature to provide buildings less liable to the danger of fire.

Applications for admission are so numerous, as will be seen by referring to the Superintendent's report, and so many children have been rejected each year, for the last three years, that we are satisfied that if we had accommodations for two hundred and fifty pupils they could be filled immediately by the applicants already on file in the institution of a school attending age.

The present location is not a desirable one, as it is too near the city and is upon a public thoroughfare. The only available land which can be used by the pupils for exercise and play, is a public park belonging to the city of Jacksonville, which is subject to the intrusion of people,

who annoy the pupils by staring at them and by pointing out their peculiarities and making remarks about them.

The present buildings are greatly out of repair and are so inconvenient in their arrangements and so illy adapted to the use of the large number of pupils crowded within them, that there can be no question as to a necessity for the provision, at once, of more ample accommodations designed especially for the purpose.

We have not enough land for pasture or for agricultural purposes. We have no land upon which to develop a capacity for agricultural labor in the large boys, and this should be one of the prominent aims of the establishment.

There should be a farm connected with and belonging to the institution for the purpose of instructing the boys in farm labor, and this would enable us to depend, in a considerable degree, upon the products of the farm for our supplies, thus materially lessening future appropriations for the support of the inmates of the institution. As we are at present situated, aside from the opportunity of instructing the pupils in household and domestic employments, the institution is only a school. The scanty grounds and crowded rooms have afforded no opportunity for the giving of a practical direction to the faculties awakened in the school-room.

For these reasons, we recommend that a farm within two or three miles of some central city be purchased by the State for the permanent location of the institution.

The farm should consist of not less than two hundred acres, containing pasture for thirty or forty cows, as a milk diet is both healthful and economical; woodland, to furnish shady groves for the out-door exercise of pupils; tillable soil, for the purpose of the development of a capacity for farm labor in the male pupils, and a suitable elevated site for the location of buildings.

We are of the opinion that this amount of land, in a desirable location cannot be purchased for less than one hundred and twenty-five dollars per acre, and we therefore request that the sum of twenty-five thousand dollars be appropriated for the purchase of not less than two hundred acres of land for the permanent location of the institution.

Plans and estimates for the erection of plain but suitable buildings for the accommodation of two hundred and fifty pupils have been furnished by A. H. Piquenard, Esq., the architect of the new State House, at Springfield, and upon these estimates we have based an application for an appropriation of one hundred and seventy-five thousand dollars for the construction of buildings. Compared with the cost of other State charitable institutions of Illinois, this is a very small sum *per capita* for buildings.

From the known cost of buildings which have been constructed in this country and in Europe, it is believed by us that the sum asked for will be amply sufficient to complete the designed buildings.

For the usual current expenses of the institution for the maintenance and support of one hundred pupils, we ask the sum of twenty-four thousand dollars per annum. For insurance and furniture, the further sum of five hundred dollars per annum.

We invite your attention to the statistical information contained in the accompanying report of the Superintendent, also to the testimonials received this year, concerning the progress of pupils, from parents and friends of the children, which will be found elsewhere in this report.

We desire to repeat the good opinions heretofore expressed of the skill in the management and of the devotion to its interests and their respective duties of the various officers of the institution.

We would also again urge the members of the General Assembly, individually, to visit the institution, to make themselves thoroughly familiar with its operations and necessities, in order that they may act wisely and intelligently in its behalf.

We also desire to express our thanks for the cordial sympathy and co-operation which you have given the enterprise and for your several visits to the institution.

Respectfully, yours,

GRAHAM LEE,
DAVID PRINCE,
WM. J. RUTLEDGE,
Trustees.

SUPERINTENDENT'S REPORT.

To the Trustees of the Illinois Institution for the Education of Feeble Minded Children:

GENTLEMEN:—In submitting this the tenth annual report, I will first present a summary of the statistics of the institution for the year just closed.

The whole number of pupils connected with the institution during that time have been 137.

At the close of the year ending November 30, 1873, there were present 100 pupils. Thirty-seven have since been admitted and thirty-four removed, leaving now present 103 pupils.

Of the pupils dismissed, fourteen were qualified to earn a living by their own labor—twelve of whom had learned to read and write, and were more or less familiar with geography and arithmetic. Two were transferred to the State Institution for the Education of the Deaf and Dumb; two were dismissed on account of epilepsy—one died of laryngitis—and two have been detained at home for reasons unknown to us, although their friends have signified by letter during the vacation that they desired places reserved for them for the present school year. Thirteen went home at the close of the school term in June, and were not permitted to return, because we had no room to accommodate them, as they were from sections of the State which had more than their full quota of pupils in the institution.

It has been the effort to accommodate 102 pupils, or two from each senatorial district of the State, although this number is very considerably larger than our present buildings will comfortably accommodate.

There have not been suitable applicants from four of the districts, but we have kept up the number by admitting pupils from sections of the State which have more than their quota of pupils in the institution. It is our intention, however, to adjust the number equitably to all parts of the State, by removals, when proper applications are received from unrepresented districts.

The annual number of new applications for admission of pupils to the institution since its organization, have been in the respective years ending November 30, as follows:

1865.....	69	1871.....	72
1866.....	61	1872.....	87
1867.....	60	1873.....	100
1868.....	31	1874.....	110
1869.....	47		
1870.....	38	Aggregate number.....	675

This comprises only those applications which have been made in a formal manner, fully complying with the requirements of the institution by describing the cases minutely upon a blank designed for the

purpose, which contains, also, the certificate of a physician giving a medical history of the cases, but does not include a large number which have been made by letter, no further effort being made when the fact was understood that the institution could not immediately accommodate them.

There have been admitted, from the applications filed in the respective years ending November 30, the following number of pupils:

1865.....	22	1871.....	31
1866.....	21	1872.....	35
1867.....	26	1873.....	40
1868.....	14	1874.....	29
1869.....	24		
1870.....	12	Total number.....	254

From the applications filed in the respective years mentioned, we have been compelled to decline admission to pupils for various reasons, but *principally for want of room to accommodate them*, as follows:

1865.....	47	1871.....	41
1866.....	40	1872.....	52
1867.....	34	1873.....	60
1868.....	17	1874.....	81
1869.....	23		
1870.....	26	Total number of applicants rejected.....	421

The applications received have been from the counties of Illinois and other States, as enumerated in the following table:

Adams.....	13	Logan.....	5
Alexander.....	3	Macon.....	12
Bond.....	4	Macoupin.....	11
Boone.....	6	Madison.....	5
Brown.....	2	Marion.....	4
Bureau.....	8	Marshall.....	2
Calhoun.....	1	Mason.....	4
Carroll.....	5	McDonough.....	9
Cass.....	6	McHenry.....	3
Champaign.....	11	McLean.....	16
Christian.....	7	Menard.....	6
Clark.....	1	Mercer.....	4
Clay.....	3	Monroe.....	1
Clinton.....	5	Montgomery.....	6
Coles.....	2	Morgan.....	29
Cook.....	98	Moultrie.....	3
DeKalb.....	5	Ogle.....	7
DeWitt.....	4	Peoria.....	18
Douglas.....	1	Perry.....	2
DuPage.....	1	Piatt.....	7
Edgar.....	4	Pike.....	7
Edwards.....	2	Pope.....	1
Effingham.....	2	Pulaski.....	3
Fayette.....	1	Randolph.....	4
Ford.....	1	Richland.....	5
Franklin.....	1	Rock Island.....	9
Fulton.....	6	Saline.....	1
Greene.....	5	Sangamon.....	15
Grundy.....	4	Schuyler.....	6
Hamilton.....	1	Scott.....	7
Hancock.....	18	Shelby.....	1
Hardin.....	7	St. Clair.....	9
Henderson.....	1	Stephenson.....	5
Henry.....	11	Tazewell.....	7
Iroquois.....	6	Union.....	2
Jackson.....	5	Vermilion.....	2
Jersey.....	6	Wabash.....	1
Jo Daviess.....	6	Washington.....	1
Kane.....	14	Wayne.....	2
Kankakee.....	6	Whiteside.....	5
Kendall.....	1	Will.....	20
Knox.....	17	Williamson.....	2
Lake.....	3	Winnebago.....	9
LaSalle.....	11	Woodford.....	2
Lawrence.....	6	Unknown.....	1
Lee.....	3		
Livingston.....	6	Total Illinois.....	615

<i>Other States.</i>		Minnesota.....	2
Arkansas.....	1	Missouri.....	9
Indiana.....	9	New York.....	1
Iowa.....	14	Tennessee.....	1
Kentucky.....	1	Wisconsin.....	11
Kansas.....	6	Total.....	675
Michigan.....	5		

The average age of the foregoing 675 applicants is twelve and two-third years.

The average age of the pupils admitted during the present year was twelve years.

The average age of the 103 pupils now present is fourteen years.

The ascribed causes of idiocy in the 675 applicants, were as follows :

Congenital.....	339
Convulsions in early childhood.....	106
Epilepsy.....	80
Accidental.....	20
Brain fever.....	20
Paralysis.....	13
Severe illness in infancy.....	10
Whooping cough.....	9
Convulsions from teething.....	9
Scarlet fever.....	9
Hydrocephalus.....	8
Measles.....	7
Influence of opiates.....	6
Intemperance of father.....	5
Fever.....	4
Spinal affections.....	3
Hereditary.....	3
Calomel.....	2
Consanguinity of parents.....	2
Fright.....	2
Typhoid fever.....	2
Quinine, deaf-mute, sunstroke, mumps, rat bite, billious intermittent fever, insanity, masturba- tion, chorea, rachitis, cerebro spinal meningitis—each 1.....	11
Unknown.....	5
Total.....	675

It is very evident that two-thirds of this number were congenital idiots. The ratio of epileptics to the entire number is so small, that I confess I have been surprised at the result shown by these statistics. In the cases ascribed to convulsions in early childhood and from teething, the history indicated that the convulsions were of short duration—varying from one single spasm to occasional spasms for several months. Where convulsions occurred for a period of years the cases were numbered among the epileptics. Epilepsy is often associated with congenital idiocy. The result of this investigation would seem to indicate that congenital idiots are far more numerous than any other class.

Congenital idiocy furnishes the most improvable subjects for the school room, and for training in useful occupations. The majority of them, in the degree of mental deficiency, stand upon the plane just below the lower grades of ordinary intelligence.

The history of the cases revealed the fact that the applicants were the

First children in.....	191 cases
Second " ".....	114 "
Third " ".....	87 "
Fourth " ".....	68 "
Fifth " ".....	36 "
Sixth " ".....	35 "
Seventh " ".....	22 "
Eighth " ".....	13 "
Ninth " ".....	8 "
Tenth " ".....	10 "
Eleventh " ".....	5 "
Twelfth " ".....	2 "
Thirteenth " ".....	1 "
Fourteenth " ".....	1 "
Not stated.....	82 "
Total.....	675 cases

This institution was founded to meet a public necessity. The extent of the want, and the obligation of the State to supply it, can only be fully understood by a recognition of the magnitude of the evil which it is proposed to alleviate, and by considering the variety of conditions that exist under the general name of idiocy, and the social circumstances to which it is related in various ways.

The magnitude of the evil has been fully shown, in previous reports, to be second to no other of this nature in the State.

"Generically, it may be said that the term *idiot* includes all those cases where, from defect or deformity in the nervous system, there is a want of natural and harmonious development of the mental and moral powers of a human being, under the customary laws and circumstances of human growth and culture. The inherent physical cause and the accompanying mental deficiency may be slight or extreme. It may affect every function, every faculty and every power; or it may only blunt the sensibilities, weaken the intellect and slightly impair the force of the will.

In its social aspects it presents an equal variety. It may occur in the homes of the affluent, in the families of the middle class or the indigent, and is almost always found in our pauper establishments. Everywhere it is a cause of discomfort, anxiety and a frequent source of mortification; in many instances a burden hard to be borne by rich as well as poor. And rarely can the proper means and appliances be supplied for its mitigation, except in institutions designed expressly for the purpose.

The State should exercise its providence over all of these classes, because counties and individuals are unable to do it properly; and as the wealthy and middle classes of society are compelled by taxation to stand the burden of expense, all expenditure of the public funds should be in such a manner as to include all the cases occurring in their families. At the present time the county poor house or jail is the only place of refuge for the great majority of the children of this class of this State. The people who supply the means to build the alms houses and jails, cannot patronize them in the care of their unfortunate children because these establishments afford them no suitable care or even custody. Of course the number of individuals of this class usually found in a county would not warrant the expenditure of means essential to the proper care and training of idiot children; only where large numbers are congregated can such children be properly classified and economically instructed. Not only should the social aspect of the matter be considered, but the difference in the *degree* of mental deficiency of this class separates them into classes, whose condition may briefly be referred to in this connection. There is a class of idiots so defective or diseased in physical organization, and mentally so deficient, as to be absolutely dependent on others for the supply of their most simple wants; infants in everything but age and physical stature. As they grow up they are not only non-producers themselves, but by the burden and trouble of their care taking, are diminishing the comfort and productive power of those who from affection or a sense of duty are constrained to minister or try to minister to their wants.

The degree of the burden and discomfort is measured, only, by the degree of incapacity or the viciousness of the particular case. In some cases the burden has been sufficient to pauperize a whole family. For such as these a place of custody, in which there is system in manage-

ment, and the proper appliances and conveniences for easily curing them, affords a relief from positive misery and suffering; a degree of comfort and, at the same time, some improvement in the habits, which is not alone of service to the individual and a great relief to the average family of the community, or even those in charge of the county asylum, but is a positive gain to the productive power of the State. Separation of any dependent class from the ordinary life or circumstances of the community, does not *increase* the cost of its maintenance, but should *reduce* it to its minimum.

Prompted by such considerations, and after some experience of its operation, the work of congregating and caring for idiots by themselves has been determined upon by the authorities in England and with the warm approval of the Commissioners of Lunacy of that country.

There is another class, constituting the mass of idiots, with physical constitutions superior to those already described. In these the physical defect and infirmity is less deeply seated, and less marked; the bodily functions are impaired in their action in a less degree; the capacity for improvement, mentally and morally, is latent, because the mental life is not spontaneous in its action. It does not seek, through the active exercise of the senses, the aliment that should minister to its growth and strength; it does not feel the motives and action that lie above the range of appetite or passion; it grovels, while it should rise in the scale of being, and while the spirit thus fails in a proper active outgoing, a crust of habits of inertia and indifference forms about it and it grows continually more impervious to external influences.

Socially speaking, it may be said, that while the existence of these is less a dead weight upon the energies of any community than those of a lower grade of idiocy, yet in themselves they are equally unproductive. Their wants in the way of shelter, food and clothing are to be supplied without their aid; and very often this state of unproductiveness is accompanied by disagreeable habits and troublesome dispositions.

Higher than these in the scale of intelligence are those to whom the term of feeble minded may be properly applied. In their physical aspect they are hardly distinguishable from ordinary persons; and yet through some subtle default in the functional action of the brain, or other nervous tissue, in their mental expression and moral traits, they are imperfect and exceptional.

These cases are just enough below the rank and file of human beings in intelligence, to be forced to the rear in the progress from infancy to manhood. And this enforced disposition of them, or rather this dropping out of line, leaves them, without the occupations and the impulses suited to their age, and by which, and through which, the growth and development of their fellows is secured. Want of occupation in early life, means want of occasion for thought, for the exercise of the will, for self-determination, and the individual is left to be taken possession of by habits that wall him in from future purpose or effort. Sometimes a vicious self-education goes on, guided by appetite, passion or a spirit of mischief; and the result is seen in low cunning, petty misdemeanors, or even serious crimes that endanger the peace and safety of the community.

Each of these conditions has its own mode or form of impairing the soundness of the state and depressing its social activities and industrial forces. Each may be such a source of trouble, cost and anxiety to family and friends as to leave it an open question in philanthropy which is the most deserving of sympathy and aid.

For these two last classes described, something more than custody is needed in the effort to ameliorate their condition. The bodily health can be confirmed; the muscular powers can be developed and brought under the control of the will. The noticeable want of co-ordination in their physical forces can be made to give place to a measure of prompt action and dexterity. The avenues of sensation may be opened; the perceptive faculties may be awakened to a natural life; the intelligence may be quickened and enlarged, and these may be combined into a capacity for useful occupation and habits of industry. They may be trained to be cheerful and obedient; they may be taught habits of self-control, and the more obvious distinctions of right and wrong, and to act upon them in their intercourse with those about them."

The scope and purpose of the Illinois institution has been limited to those degrees of idiocy which might prove to be teachable. It has also been the aim to take only those of a school-attending age. It was supposed at the outset that somewhere in the descending scale of idiocy the line between teachableness and unteachableness would be reached. Of some at a distance from this line, it could be affirmed at once that they were susceptible of instruction or they were not; and for these latter it was presumed that a custodial institution would sooner or later be provided for their necessities; with others nearer the line the fact in this respect could only be determined by a fair trial. The conditions of admission have, to a greater or less degree, been based upon these considerations.

There has been a constant demand for the admission of pupils far beyond the capacity of the institution for their reception.

For the last several years, the most of these applications have come from parties who have been induced to seek its advantages for their children from their knowledge of cases that had already received its benefits, and from the testimony of friends and parents of pupils who had been improved in habits, had been rendered more intelligent and manageable, and in whom had been developed a capability for employment under intelligent direction.

The institution has always been freely opened to visitors, who can testify to the general healthy and orderly appearance of the pupils; the obvious adaptation of the educational means and appliances to their mental needs, and to the practical ends of their instruction; and the general progress of the pupils in their school exercises, although we have been compelled to labor under great disadvantages, from the nature of our accommodations. In fact, so well adapted are the modes of instruction to the different degrees of mental endowment of the pupils; so interested and attentive are they in the various exercises of the school room; so well disciplined in the prescribed movements and changes of the several classes, from hour to hour; so orderly and well behaved are they in their departments, in their dining rooms, and so free from the repulsive habits that are supposed to be inseparably connected with idiocy, that it often needs considerable explanation to convince strangers that the pupils represent the average idiots of the State.

At the institution the condition of the idiot is more nearly that of any other child at school. They are constantly under the care of teachers or attendants. The attendants have classes assigned them, and have charge of them at all hours out of school hours—sleep in the same rooms or a room adjoining, opening into their dormitories, so that attention can be bestowed upon them at night, if necessary, an effort being

made, by proper attention at stated hours, to regulate them in their habits, and cultivate habits of decency and cleanliness. They are with them when they rise, when they dress, when they perform their morning ablutions, when they go to their meals and while they are at the table, to assist them and wait upon them, and to preserve order, and to patiently instruct them in habits of propriety and decorum. In the dining room the pupils are classified—both sexes of the best class of pupils being permitted to sit at the same table, where they are allowed to help each other, and are instructed to conform to the customs of ordinary society.

The diet is so arranged and provided as to induce healthy systems and afford a proper amount of nourishment, care being taken to prevent gluttony, which is a common failing with this class of children. After each meal, by proper attention, the effort is made to regulate the natural habits. Out of school hours, the girls are exercised in household duties, such as washing dishes, sweeping, making beds, ironing and other domestic employment. The large boys are employed in and out of doors—cutting wood, doing garden work, and all other kinds of work that the facilities of the institution afford—the chief aim being to develop, by every possible means, a capacity for useful occupation. Those who are too young for employment, are taken out to walk, in classes, or to out door amusements, unless prevented by inclement weather.

For the purpose of school room instruction, the pupils are divided into seven classes, the first being composed of those possessing the highest capabilities. In the first three classes, the pupils are so graded that exercises can be adapted to each class, but in all of the lower grades it is found necessary to adapt the instruction to each individual, after carefully studying his or her peculiarities.

The pupils of the first class read in the fourth reader, spell, write, are more or less proficient in notation, numeration, addition, subtraction, multiplication and division, and perform examples upon blackboards and slates readily and with accuracy. They are also thoroughly familiar with Camp's outline maps of the world, the United States, and of Europe, and with the details of the geography of the states and countries represented in those maps. They have also been exercised in vocal music, singing by rote, calisthenics, and the females in sewing and embroidery. The interest manifested by these pupils in their lessons, and the pleasure and profit derived by them, from the instruction they receive, lead all who witness their recitations to feel that they are as much entitled to opportunities for intellectual culture as their more favored brothers and sisters, who are permitted to enjoy the advantages of the public school, from which they, however, are debarred, by their peculiarities and backwardness.

The pupils of the second class read in the third reader, write, spell, are instructed in counting, notation, addition and subtraction, and are creditably familiar in geography with the outline map of the United States, its capitals and principal cities, rivers, lakes, gulfs and oceans. They are also instructed in singing, calisthenics, drawing, and the females in sewing and embroidery. These pupils also seem to manifest a commendable degree of interest in their respective studies.

The pupils of the third class are instructed in reading printed and written words by the word method, and some of them read in first and second readers. They are also instructed in writing and drawing upon the blackboard and slates, and in writing and drawing books, in geo-

graphy upon the map of the United States, in singing, calisthenics, and the females in plain sewing and working with worsted upon perforated card board.

The pupils of the fourth class are taught to read written and printed words, to draw simple figures, and write letters and words upon the blackboard and slate, are trained in singing, physical exercises, calisthenics, object lessons, keeping time to music by marching and clapping hands, in articulation, and the females are taught to sew.

The pupils of the fifth, sixth and seventh classes are taught to comprehend simple commands, to obey, by physical exercises to fix their attention, to sing, to keep time in marching, ideas of form, color, number, and other object lessons adapted to their limited comprehension, and are exercised in articulation.

The daily programme of school room exercises is as follows :

DAILY PROGRAMME OF SCHOOL ROOM EXERCISES.

9 to 9:30 A. M.—All the pupils are assembled in the Gymnasium for devotional exercises, after which the time is spent in singing. On Wednesdays and Saturdays, after the devotional exercises, the half hour is spent in marching in time to music and other general exercises.

TIME.	SCHOOL ROOM No. 1.	SCHOOL ROOM No. 2.	SCHOOL ROOM No. 3.	SCHOOL ROOM No. 4.	GYMNASIUM.
9:30 to 10.	ARTICULATION. Fifth Class.	ARTICULATION. Third Class.	ARTICULATION. First Class.	OBJECT LESSONS. Sixth Class.	CALISTHENICS. Third Class.
10 to 10:30.	WRITING. Second Class.	READING WORDS. Sixth Class.	SEWING. First Class.	OBJECT LESSONS. Fifth Class.	CALISTHENICS. Second Class.
10:30 to 11.	OBJECT LESSONS. Sixth Class.	OBJECT LESSONS. Fifth Class.	SEWING. First and Second Class.	OBJECT LESSONS. Seventh Class.	CALISTHENICS. First Class.
11 to 11:30—Recess.					
11:30 to 12.	NUMBERS. Fourth Class.	NUMBERS. Third Class.	ARTICULATION. Sixth Class.	OBJECT LESSONS. Fifth Class.	SINGING. Special Class
12 to 12:30.	DRAWING. Fourth Class.	GEOGRAPHY. Second Class.	READING. Third Class.	NUMBERS. Fifth Class.	PHYSICAL EXERCISES. Seventh Class.
12:30 to 2 P. M.—Noon Intermission.					
2 to 2:30 P. M.	WRITING. Third Class.	GEOGRAPHY. First Class.	READING WORDS. Fourth Class.	DRAWING AND WRITING. Second Class.	PHYSICAL EXERCISES. Seventh Class.
2:30 to 3.	READING WORDS. Fifth Class.	OBJECT LESSONS. Sixth Class.	ARITHMETIC. First Class.	READING. Third Class.	PHYSICAL EXERCISES. Fourth Class.
3 to 3:30.	READING. First Class.	READING. Second Class.	GEOGRAPHY. Third Class.	OBJECT LESSONS. Fourth Class.	PHYSICAL EXERCISES. Sixth Class.
3:30 to 4.	NUMBERS. Second Class.	NUMBERS. Third Class.	OBJECT LESSONS. Sixth Class.	WRITING. First Class.	PHYSICAL EXERCISES. Fifth Class.

With the lower grades the first efforts of the teacher are to develop a comprehension of language that the pupils may learn to obey simple commands.

Physical exercises in the gymnasium are then employed, by ladders and other apparatus, to force out the power of fixing the attention—to set in motion the sluggish circulation and to bring the muscular system under the control of the will.

The object system of instruction is then employed to develop in a higher degree the power of fixing the attention; also ideas of form, color, size, position, number, etc., by the use of blocks, button moulds, rivets, beads, colored cups and balls, colored cards of different shades and shapes, colored blocks, dissected pictures, and a great variety of other objects.

Those defective in speech are exercised in articulation. Thirty-three out of one hundred and three pupils do not talk. Thirty-six articulate very imperfectly, and only thirty-four can be said to articulate so that in talking they can be readily understood. But three of the pupils are deaf.

With the more advanced pupils calisthenic exercises are employed to arrest and fix the attention—to arouse the perceptive faculties and to bring every voluntary muscle under the subjection of the will of the individual; to develop the power of keeping time to music, and thus to train the eye, the ear, and the whole voluntary muscular system in a manner alike agreeable and profitable to the pupil. The individual thus trained is able to observe others when they are employed in useful labor and to imitate them.

Teachers and pupils engage in devotional and general exercises each morning at the opening of school, when all are assembled in the gymnasium, by repeating the Lord's prayer and other prayers in concert, and in singing secular and religious songs. Two hours are devoted on the Sabbath to religious and bible class exercises, one in the forenoon and one in the afternoon, and to instruction in moral and religious matters adapted to the comprehension of the respective classes of pupils, and to singing the familiar songs of other sabbath schools.

Reading is taught at first by the word method. Printed single words are used with beginners, who are afterwards promoted to readers, and the first, second, third and fourth readers are used in our school rooms.

In geography outline maps of the world, United States and Europe have thus far only been used. It is the aim to thoroughly instruct the pupils in geography, and very commendable progress has been made in this study.

In numbers pupils are taught to count, are instructed in notation, addition, subtraction, multiplication and division, are thoroughly drilled in the elementary principles of arithmetic.

In drawing pupils are first taught upon the black board and slates to imitate straight lines and simple figures. Afterwards Krusi's synthetic series of drawing-books are employed, and many of these books can be exhibited which show that the pupils have acquired a good degree of accuracy in imitation.

In writing, pupils are exercised upon the blackboard in making lines, letters, words and sentences until the eye is trained in imitation and the hand is accustomed to the use of the chalk crayon, when they are given pencils with copies in writing-books graduated to their capabilities.

A very good degree of proficiency in penmanship has been acquired by many of the pupils, which can best be illustrated by *fac similes* of the handwriting of pupils. The first is of a letter written by a pupil to the Rev. E. P. Hammond, who was this year conducting a series of his peculiar revival meetings in the city of Jacksonville:

Illinois Inst. F. M. C.

May 29th 1874.

Dear Mrs. Hammond.

Will you please
come up here and tell us
children about Jesus.
We cannot go down to the
church to hear you.

Emma Burnett,

This pupil could not have been instructed in a common school because her case required the gradual development afforded by our patient system of instruction. I may add that she has graduated this year, and I see no reason why she will not make a useful member of society. Her friends testify to her usefulness at home, and state that when not engaged in useful occupation she may generally be found reading.

The annexed letter was written by one of the pupils and signed by all the others whose names appear. It is introduced as specimens of the handwriting of the pupils, some of whom have been rescued from a very low grade of idiocy.

The female pupils are taught plain sewing and embroidery during school hours. Beautiful specimens of their handiwork are on exhibition at the institution, and many have been carried away by visitors.

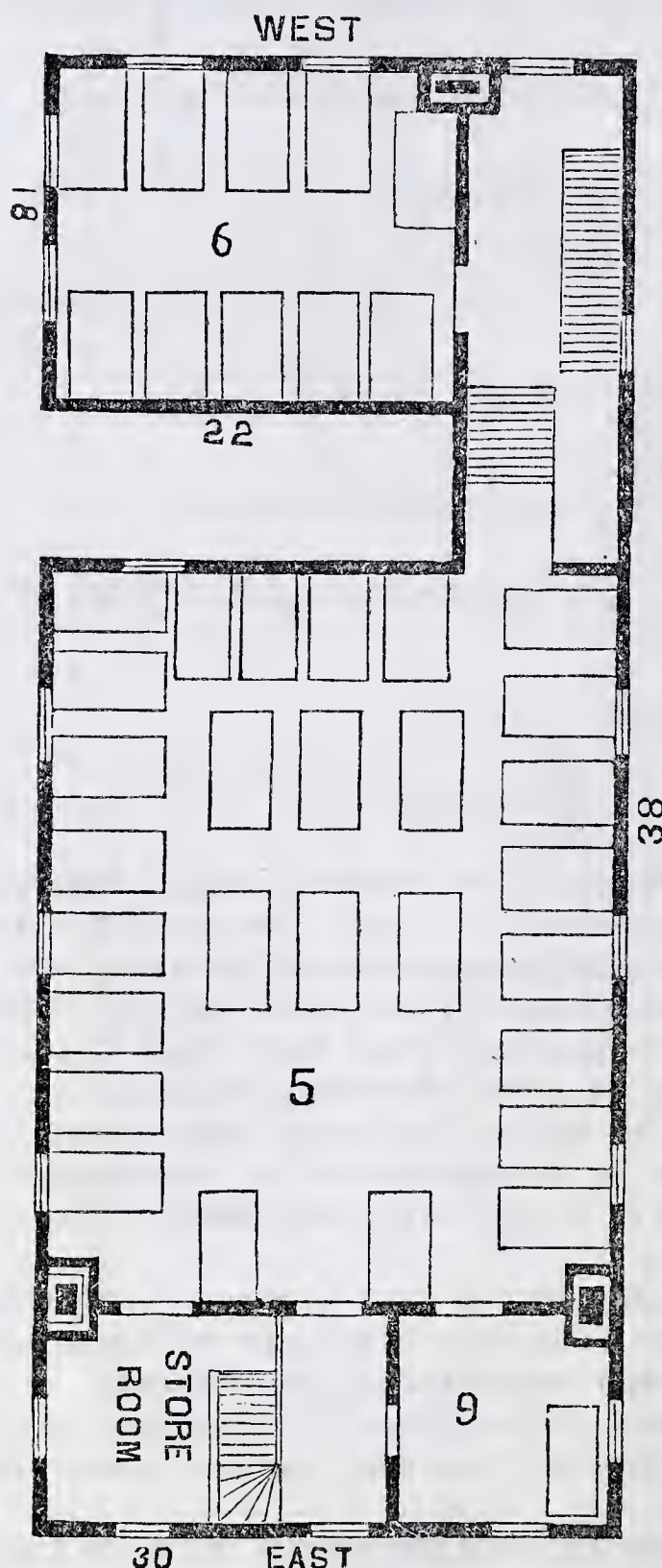
A special class in vocal music, consisting of twenty-four pupils, is under instruction in order that they may aid the other pupils in learning new tunes.

Visitors often express surprise upon hearing the pupils sing, for they seem to enjoy it heartily, and some very low cases of idiocy learn tunes, and those who do not talk, in some instances, in singing, articulate words and syllables which they have learned in the effort to sing with the other pupils.

We give in an appendix the testimony of parents and friends of pupils as it has been given us this year. Similar testimony has been given in former reports, but it has invariably been given the year of its publication.

The replies have been very much alike, as, in many instances, they come from the same individuals, and are in answer to the same printed formula of questions which have been sent them in previous years.

The institution, ever since its organization, but more especially for the last two years, has been laboring under very great disadvantages. We have been crowded in every department; we have been compelled to provide for large numbers with the ordinary apparatus and appurtenances of a private family.



Our buildings have been constructed in the cheapest possible manner, with a view only to temporary occupation, and do not compare in their external appearance or in durability favorably even with the poorest county almshouse of the State. The buildings are the lightest of pine frame structures, connected by cheap covered ways, so extending the different departments that they cannot be economically managed, and are a constant source of uneasiness on account of the danger of fire. Great precautions are necessary, because if any one of the buildings should take fire, it would probable spread so rapidly that many lives would be lost on account of the extreme helplessness of many of the inmates.

Rooms serve the double purpose of school rooms during school hours and sitting rooms out of school hours, and considerable extra labor is required in moving desks and tables to and from the school rooms daily, in order that they may perform this double office.

These rooms are so crowded and constantly occupied, that it is found impossible to thoroughly air them as often as they should be, without rendering them in cold weather too cold for the health and comfort of the pupils.

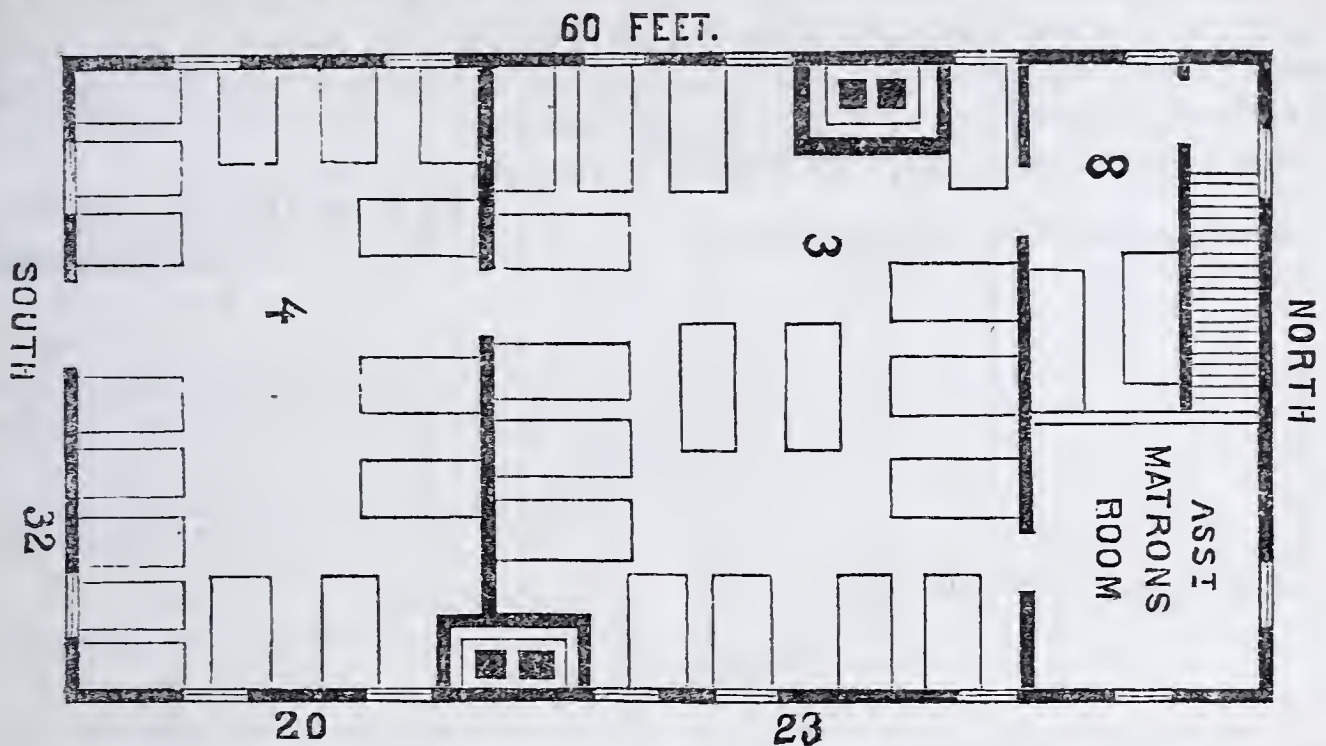
These cuts are designed to show the size and crowded condition of our

dormitories. In fact, however, 103 pupils are lodged where but 100 are represented as being lodged by these engravings.

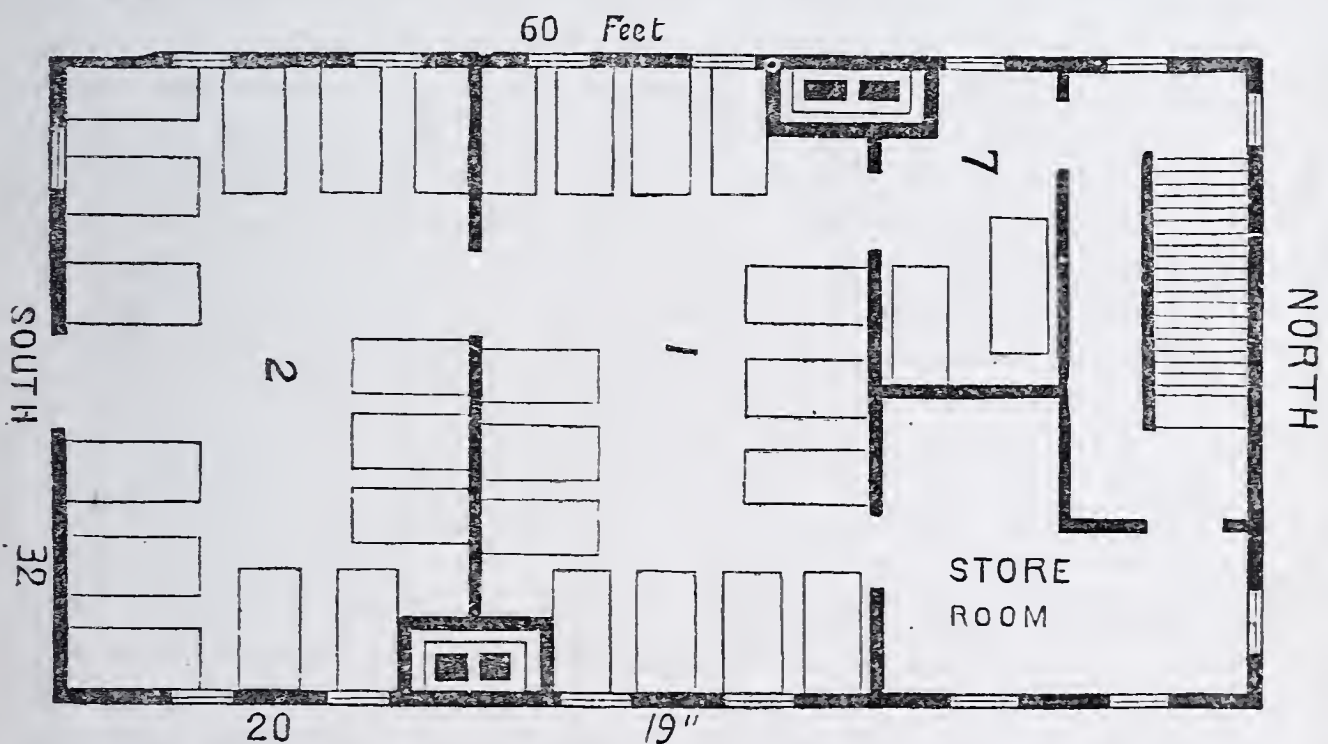
Our dormitories are too crowded for the proper classification of pupils, and we should have rooms in which to isolate pupils who exercise bad influences over others, but we are now unable to do so.

The difficulties in the way of giving our pupils the care and attention which their best welfare demands—in inconvenient buildings and with only temporary arrangements for their custody and management—are

keenly felt in our daily experiences ; and we sincerely hope and trust that the members of the next General Assembly will visit and thoroughly inspect our present accommodations, in order that they may fully appreciate our situation and the necessities of the institution.



The number of actual school days in the year closing Nov. 30, 1874, was 275. The total number of days board furnished the pupils during the year, divided by the number of school days, gives us an average of



107 pupils during the school term. The cost per capita to the State for all expenses, including insurance, of the pupils, estimated in this manner, is not over \$230 per annum. This, considering the size of the establishment, must be regarded as an economical result.

With an increased number of pupils and suitable buildings, the inmates could be better classified and could be supported at a much less annual cost per capita than under the present circumstances. So long as the institution remains upon rented property, and is so contracted in its sphere of usefulness, just so long must it, for lack of opportunity, fail to reach and rescue hundreds of children from a condition of inutility and misery, who could be made useful beings.

We sincerely hope that the Legislature, at its coming session, will make appropriations for the purchase of a farm in some desirable location, and for the construction of buildings for the accommodation of not less than two hundred and fifty pupils.

In conclusion, I would state that the good results accomplished have been, in a great measure, due to the intelligence, industry and faithfulness of the teachers and other employees connected with the institution. Feeling grateful to you for your encouragement, interest, confidence and constant co-operation, this report is respectfully submitted.

C. T. WILBUR, M. D.,
Superintendent.

FINANCIAL REPORT.

Receipts and Expenditures for the year ending December 1, 1874.

RECEIPTS.

From State Treasury, for quarter ending Feb. 23, 1874.....	\$6,000 00
“ “ “ “ “ May 31, 1874.....	6,000 00
“ “ “ “ “ Aug. 31, 1874.....	6,000 00
“ “ “ “ “ Nov. 30, 1874.....	6,000 00
“ counties and parents for clothing and other expenses.....	1,607 80
“ sale of stock, etc.....	474 38
Total.....	\$26,082 18

EXPENDITURES.

PROVISIONS AND HOUSEHOLD SUPPLIES.

Beef, fresh.....	\$892 88
Beef, salt.....	69 80
Beef, dried.....	11 54
Butter.....	452 33
Buckwheat.....	13 50
Bread.....	364 12
Beans.....	10 66
Crackers.....	44 02
Cheese.....	36 48
Coffee.....	153 74
Candles and oils.....	13 43
Cream tartar.....	29 26
Extracts.....	16 85
Eggs.....	125 84
Flour.....	1,149 89
Fruit, fresh.....	354 42
Fruit, dried.....	63 45
Fish, fresh.....	17 45
Fish, salt.....	60 80
Ham.....	90 32
Hominy.....	66 10
Honey.....	1 60
Indigo and starch.....	27 52
Ice.....	208 07
Lard.....	66 03
Macaroni.....	3 00
Molasses.....	166 63
Milk.....	49 66
Mutton.....	260 88
Meal.....	1 20
Oysters.....	49 70
Potatoes and vegetables.....	415 60
Poultry.....	98 38
Pork, fresh.....	37 00
Pork, salt.....	3 00
Pickles.....	76 40
Rice.....	174 04
Sugar, maple.....	62 96
Shanks.....	52 60
Salt.....	12 30
Spices.....	20 07
Soda.....	8 70
Soap.....	430 37
Sugar.....	497 30
Tea.....	51 00
Tapioca.....	10 00
Tongues and tripe.....	10 25
Vinegar.....	49 36
	<u>\$6,780 50</u>

FURNITURE, BEDDING, ETC.

Barrels, tubs, buckets and baskets.....	\$31 75
Brooms and brushes.....	118 63
Blankets.....	33 00
Batting.....	25
Buttons.....	35 12
Clothes lines and pins.....	2 70
Carpet, oil cloth and bindings.....	242 28
Crash.....	70 80
Calico.....	39 51
Curtain goods.....	9 70
Check.....	25 05
Combs.....	24 25
Clothing.....	368 09
Cambric.....	45
Cassimer.....	51 22
Clocks and repairs.....	1 00
Domestic.....	221 53
Drilling.....	37 13
Furniture.....	244 95
Flannel.....	178 77
Gingham.....	40 84
Glass.....	25 87
Glassware.....	65 92
Hickory.....	14 44
Hooks and eyes.....	4 75
Hose.....	102 37
Hardware, iron, etc.....	123 34
Jeans.....	24 42
Knives and forks.....	3 25
Kitchen furniture.....	262 25
Linen table cloths.....	19 80
Linen napkins.....	21 60
Mats and matting.....	13 20
Mattresses.....	226 32
Pins and needles.....	1 30
Plaid.....	3 00
Queensware.....	63 02
Rubber sheeting.....	42 63
Shoe laces.....	11 85
Shoes, boots and repairs.....	332 53
Towels.....	15 00
Thread and trimmings.....	60 72
Ticking.....	30 83
Yarn.....	8 42

\$3,253 85

STOCK AND STABLE.

Blankets and robes.....	\$6 00
Boar..... (1).....	8 00
Carts.....	30 00
Cows.....	476 00
Feed, corn, oats and bran.....	569 70
Hay.....	219 39
Horses.....	200 00
Repairs, blacksmithing.....	107 04
Straw.....	14 00
Saddle.....	15 00

\$1,645 13

SALARIES, WAGES AND LABOR.

Salaries.....	\$4,721 50
Wages.....	3,400 19
Labor, (including that of mechanics).....	142 97

\$8,264 66

MISCELLANEOUS.

Apparatus for school room.....	\$341 43
Books.....	28 58
Blacking.....	9 00
Carbolic acid, for disinfecting.....	32 00
Christmas presents, (refunded by parents).....	27 31
Drugs and medical supplies.....	163 35
Drayage.....	21 21
Express.....	27 50
Freight.....	39 81
Fuel, wood.....	673 00
Fuel, coal.....	405 00
Funeral and burial expenses.....	11 00
Gas.....	563 50
Gas fixtures.....	42 75

Garden tools.....	\$5 80
House and land rent.....	1,041 71
Ink, pens, penholders and pencils,	20 77
Lumber.....	152 18
Lime.....	7 20
Money refunded which had been paid in advance.....	1 13
Matches	7 50
Machines, washing.....	7 00
Orthopedic apparatus.....	19 00
Postage.....	160 80
Piano repairs, etc.....	2 50
Printing.....	52 25
Paints and oils.....	38 05
Plumbing, iron pipes, stop-cocks, etc.....	192 28
Plastering and brick laying.....	42 70
Repairs.....	137 55
Sewing machines and repairs.....	15 35
Seeds, garden.....	30 40
Stationery.....	555 08
Stoves and repairs.....	372 55
Steam boiler and fixtures.....	176 80
Traveling expenses—partially refunded	176 63
Trustees' expenses.....	139 00
Telegraphing.....	2 50
Wall paper.....	1 20
	<hr/>
	\$5,743 37
Total expenditures.....	<hr/>
	\$25,687 51

RECAPITULATION.

Total receipts from December 1, 1873, to December 1, 1874.....	\$26,082 18
“ disbursements from December 1, 1873 to December 1, 1874.....	\$25,687 51
Amount overdrawn, December 1, 1873.....	294 08
	<hr/>
Cash remaining December 1, 1874.....	\$100 59

FURNITURE AND INSURANCE FUND.

Cash on hand December 1, 1873.....	\$5 42
From State Treasurer for quarter ending February 28, 1874.....	125 00
“ “ “ “ “ May 31, 1874.....	125 00
“ “ “ “ “ August 31, 1874.....	125 00
“ “ “ “ “ November 30, 1874.....	125 00
	<hr/>
Total receipts.....	\$505 42
Expended for insurance	\$325 44
“ furniture.....	98 00
	<hr/>
Cash remaining on hand December 1, 1874.....	\$81 98

Respectfully submitted,

C. T. WILBUR, M. D.,
Superintendent.

ACKNOWLEDGMENTS.

The institution is indebted for the following contributions :

Publishers of Chicago Journal of Commerce, for weekly paper.		
" "	American Grocer,	" " "
" "	The Methodist,	" " "
" "	Central Christian Advocate,	" " "
" "	North Western,	" " "
" "	Jacksonville Sentinel,	" " "
" "	Deaf Mute Advance,	" " "
" "	Jacksonville Journal,	" " "
" "	Springfield Journal,	" daily "
" "	Kinmundy Independent,	" weekly "
" "	Jerseyville Republican,	" " "
" "	Hillsboro News Letter,	" " "
" "	Golden Hours,	" a monthly magazine.
" "	Child's World,	" 60 copies of paper.

We are also indebted greatly for favors from officers of the following railroads :

Chicago, Alton and St. Louis Railroad.
 Toledo, Wabash and Western Railroad.
 Ohio and Mississippi Railroad.
 Indianapolis, Bloomington and Western Railroad.
 Jacksonville, Northwestern and Southeastern Railroad.
 Springfield and Illinois Southeastern Railroad.
 Michigan Central Railroad.
 Chicago and Northwestern Railroad.
 Paducah and Memphis Railroad.

Their kindness in furnishing transportation to indigent pupils has been of material benefit to them.

TESTIMONIALS

OF

PARENTS AND FRIENDS OF PUPILS,

CONCERNING

*Their Progress and Improvement at the Illinois Institution
for the education of Feeble-Minded Children.*

TESTIMONY

Of Parents in relation to the Improvement of their Children.

Two-thirds of the pupils were sent home to spend a vacation of two months, July and August of the past year. After they had been home about four weeks, a printed formula of questions was sent to the parents and friends of pupils, designed to call their attention to the particulars of each child's improvement, and to induce a more careful scrutiny of their general behaviour and condition, in comparison with their condition before admission to the institution; with the request that they would carefully observe and examine their children, answer the questions, and return the formula, that their testimony might be recorded, showing whether the results of the efforts to teach and train their children were satisfactory to them and were fully answering their expectations, and in what respects they had been disappointed, if any, in the progress of their children.

The following answers of parents or friends, are copied from the replies in their own hand writing which are now on file in the institution.

How long has he or she been in the institution? (Term signifies school year of ten months.)

"Two terms" .. "Two terms" .. "Two years in November, 1874" .. "Five terms" .. "Ten months" .. "Two years" .. "Nine months" .. "Nine months" .. "Five months," or from January, 1874, last, until June 18" .. "From the 17th of September, 1873, to the 17th of June, 1874" .. "One term" .. "During the school term of 1874" .. "Nearly three years" .. "One term" .. "Nine months" .. "Five months" .. "About five months and a half" .. "Two terms" .. "Two months" .. "For two terms past" .. "Seven months" .. "Three terms" .. "From January, 1873, to June, 1873; and from September, 1873, to June, 1874" .. "One year" .. "About eighteen months in all" .. "Nine months" .. "Two terms" .. "About thirteen months" .. "Seven months" .. "Nine months" .. "During one term" .. "Six years" .. "One year at the feeble minded institution" .. "One term" .. "Since November 26, 1873" .. "Nine months" .. "Two years" .. "Three years" .. "Three terms" .. "Nine months" .. "Ever since August 28, 1865, except in vacation" .. "Two years" .. "Six months, from January 1st to July 1st, 1874" .. "Three years" .. "Went to the institution January 1, 1874, and stayed until July 1, 1874, six months" .. "Nearly three years" .. "Four terms" .. "Five years" .. "Two terms" .. "Eight years" .. "Two years" .. "Six years" .. "Five years" .. "Three years" .. "Nine months" .. "About five years" .. "Five terms" .. "Ten months" .. "About seven months" .. "Three years" .. "Three terms" .. "Eight years" .. "From November 29 to June 18, 1873-4"

.. "Three years" .. "Two years" .. "One term" .. "Two years" .. "Two terms"
 .. "About ten months all told."

Is there any improvement in his or her health?

"His health is good" .. "I think there is" .. "Yes" .. "A decided improvement, general health is much better now than when she first went" ..
 "There is quite an improvement in this direction, he is not subject to so many sick spells as formerly" .. "No, his health was always good" .. "Yes"
 .. "A very decided improvement" .. "Yes" .. "He has always been healthy and he is now" .. "I think there is in some things" .. "His general health is better; looks more fleshy than when he left home" .. "Yes" .. "Yes" ..
 "I do not think there is" .. "I think there is a decided improvement" ..
 "There is" .. "Yes; there is" .. "Yes I think there is, he looks better and appears to be stronger" .. "She came home quite well and rugged this year" .. "She was healthy when she left us, and she is yet" .. "Health much the same" .. "Don't see that there is" .. "There is" .. "His general health has always been good" .. "Yes" .. "I think her health was always good enough" .. "About the same as usual" .. "His health is better" ..
 "Yes remarkably well with the exception of weak eyes" .. "He has always been healthy" — "Yes considerable" .. "Yes" .. "Do not notice any difference" .. "I think not" .. "She has improved very much in health" ..
 "Her health has always been good" .. "A great improvement" .. "He has always been very healthy, very seldom sick" .. "Yes" .. "His health is good, has always been good" .. "I think there is, though her health was tolerably good when I placed her in the institution" .. "Think there is"
 "A decided improvement" .. "Her health was good and is still better" ..
 "There is a decided improvement" .. "His health was and is still good" ..
 "Yes, he appears much healthier than when he first entered the institution"
 .. "There is" .. "Yes, I think there is" .. "Her health is very much improved" .. "His health is very good" .. "Her health could not be better"
 .. "Yes" .. "Yes, great" .. "There is" .. "Yes, his health is much improved"
 .. "Yes, great" .. "Yes, some" .. "None, health is good" .. "His health was and is always good" .. "Her general health was always fair, and we do not think that it is better than when at home; it is always good" .. "Not in any particular" .. "His health seems good" .. "His health is good and if anything a little better" .. "I do not know as there is" .. "Yes; though his health was always moderately good" .. "Yes" .. "Health has always been good and is still good."

Is there any improvement in his or her personal appearance, or does his or her countenance indicate any more intelligence?

"A little, I think" .. "I think it does" .. "Yes" .. "He appears personally much better; countenance indicates more intelligence" .. "We find a marked improvement in his personal appearance; shows an advancement in intelligence which is very encouraging to us" .. "About the same" .. "Yes" .. "Improved in general appearance, and more intelligent than formerly" .. "There is a decided improvement in his appearance" ..
 "He has improved considerably" .. "I think I can notice a little difference in his appearance" .. "There is improvement in personal appearance; countenance looks more thoughtful" .. "She does" .. "Yes, I think there is a little" .. "Yes, there is in both appearance and intelligence" ..
 "I think so" .. "I think there is" .. "Yes, much more" .. "Yes, I think there is a great improvement in his appearance, and he looks more intelligent" .. "I think there is some" .. "A little" .. "I think there is an improvement" .. "There is some" .. "I think there is considerable in appearance" .. "There certainly is an improvement in his personal appearance"

he seems more intelligent"..."Yes"..."There is"..."We think so"..."Some more"..."There is improvement in his appearance, and I think his countenance does indicate more intelligence"..."Yes"..."I think his personal appearance is somewhat improved"..."Yes, in all respects"..."Yes"..."Somewhat, I can perceive"..."I think not"..."Yes, she has improved some"..."A great improvement"..."Probably a little"..."Yes"..."I think there is; yes, decidedly; the improvement in his personal appearance is also more than I expected in so short a time"..."There is a very great improvement in her appearance; she appears more intelligent"..."Yes"..."She is improved in both respects"..."Yes, there is; I think it does; I am positive there is improvement"..."He has improved in personal appearance, and seems to understand things better"..."It does"..."Yes, there is some improvement"..."Yes"..."He behaves himself very genteelly, and there is a more intelligent expression of the countenance"..."Decidedly; yes; her appearance is encouraging, and her countenance shows more intelligence"..."Yes"..."Yes"..."Yes"..."Some, we think"..."Yes"..."Yes"..."Yes"..."No particular changes"..."Can't see much, if any"..."I think there is"..."We think there is; she seems more thoughtful, and expresses more intelligence than before her entry into the institution"..."Yes"..."About the same"..."His personal appearance is better than it was at the close of the first term"..."I think there is"..."Rather more observant and tidy"..."There has been a marked improvement in both"..."Yes."

Is there any more control of the muscular system in his or her case?

"I think there is"..."Yes, somewhat"..."There is very much"..."Yes"..."Yes"..."There is"..."The same as ever"..."Yes"..."They are under good control"..."Yes"..."Yes"..."There is more control of his muscular system, and better action"..."She is stronger and weighs fifteen pounds heavier"..."There is"..."He has more control of his muscular system"..."I don't know as there is"..."There is"..."About the same"..."I think there is some"..."She is more quick in her actions"..."I think there is"..."Yes, there is some"..."Yes"..."Somewhat"..."Yes"..."Very little"..."Not any"..."She has not been wanting in this respect"..."Very much"..."Think so"..."Yes"..."He appears more steady; there is more control of the muscular system and better action, and he is some stronger than when he left us"..."I think there is considerable more"..."Yes"..."There has never been any trouble of that kind in her case"..."I think there is"..."There seems to be"..."Always had fair control of the muscular system"..."There is"..."Yes"..."Happy to say yes"..."Yes"..."Yes"..."Yes, there is"..."Much more"..."Yes"..."Some little"..."Some little"..."Always had complete control"..."There is a decided improvement in this particular; when she entered the institution a sudden noise would cause her to fall prostrate; I don't think it affects her now more than ordinary persons"..."Don't apply"..."Yes"..."I think there is"..."If any difference I think she has"..."I think there has been some slight improvement in this respect"..."Yes."

Does he or she stand more firmly, or walk better?

"A little"..."Yes"..."He does"..."Always good"..."Very little"..."Yes"..."Has always walked good"..."About the same"..."He walks better, I think; raises his feet more; have to caution him often about such standing and sitting; presume he inherits the habit of drooping his head"..."Walks better"..."Yes"..."Yes, he does"..."She does"..."He does"..."Yes, he stands firmer and walks better"..."I don't see much difference as to that"..."She does"..."Yes"..."About the same"..."He can walk

good" . . . "Partial improvement" . . . "She does" . . . "She does" . . . "She does" . . . "Yes, a decided improvement in both walking and standing" . . . "I think he walks better than he did before attending the institution" . . . "Yes, both" . . . "Somewhat" . . . "He does much more so" . . . "A little difference" . . . "Yes" . . . "Yes, he stands more erect; his standing and walking are very much improved" . . . "She walks very much better" . . . "Think he does" . . . "She has always been sound in this particular" . . . "She does a great deal better" . . . "She does" . . . "Always walked well enough, and stood well enough" . . . "He does" . . . "Very—most decidedly" . . . "I think she has improved some in walking" . . . "She does; can notice a great improvement" . . . "Yes" . . . "He has" . . . "Somewhat" . . . "Yes" . . . "He does" . . . "He does" . . . "Yes" . . . "She does; seems to have very much better control of all the muscles of locomotion" . . . "Ever since he commenced walking he walked firmly" . . . "She always stood firmly, and walked steadily."

Has he or she more control of his or her arms and hands than formerly?

"She has" . . . "Yes" . . . "Yes" . . . "Yes" . . . "Yes" . . . "He has" . . . "He has some" . . . "He was always dexterous with arms and hands; no doubt he has improved in that respect also" . . . "Some improvement" . . . "Yes, he has" . . . "She has" . . . "He has" . . . "Yes, he has" . . . "I don't see that he has; he always had control enough of them for what I could see" . . . "About the same" . . . "Yes, a little" . . . "I think much the same" . . . "He has" . . . "About the same" . . . "She has" . . . "Yes" . . . "He has" . . . "Yes" . . . "Yes" . . . "Yes" . . . "She has" . . . "We think she has much more" . . . "About the same" . . . "Yes" . . . "Yes, there is a great deal of improvement in the use of arms and hands; shows a great deal more strength, and handles himself better" . . . "She uses her arms and hands more gracefully than formerly" . . . "Yes" . . . "Nothing has ever been the matter with her arms and hands" . . . "I think she has" . . . "He has" . . . "Yes, she has" . . . "Yes, she directs her hands and arms more skillfully than before" . . . "Yes" . . . "He has" . . . "A little" . . . "I think he has" . . . "He has" . . . "I think he has" . . . "Yes; their improvement is apparent as that in her lower limbs" . . . "Yes" . . . "He moves easier and walks more manly than before going there" . . . "Yes."

Is he or she less nervous?

"Yes." . . . "Very, very much better." . . . "He is decidedly so, and the change in this direction is distinctly seen." . . . "Yes." . . . "I do not think he has, he is a very nervous child." . . . "Yes." . . . "Yes." . . . "Not so much as formerly; as soon as excited he loses all control of himself." . . . "He has improved wonderfully." . . . "She is less nervous." . . . "He is." . . . "She is." . . . "Yes." . . . "She is." . . . "He is." . . . "He is a great deal less nervous." . . . "Yes." . . . "She is." . . . "He is now." . . . "She is not near as nervous." . . . "Yes." . . . "Yes, he has improved in that respect, is a great deal less nervous than ever before." . . . "Yes." . . . "She has never been nervous." . . . "Yes." . . . "He is." . . . "Yes, she is less nervous." . . . "Yes." . . . "Yes." . . . "Yes, very much less." . . . "She is decidedly." . . . "He is." . . . "He could not improve in this, as he never was nervous." . . . "Very much less." . . . "He is." . . . "Yes." . . . "She is just in proportion, as she has the better control of her muscular system generally." . . . "We think she is." . . . "Is not so nervous as formerly." . . . "Great deal less."

Is he or she less awkward?

"Yes." . . . "Yes." . . . "A great deal less." . . . "He is." . . . "Yes." . . . "He is." . . . "He behaves pretty well." . . . "I think he is a little." . . . "He has always been active physically, his mind now seems more active." . . . "Yes." . . . "Yes." . . . "There is considerable improvement." . . . "She is." . . . "He is."

"Yes.".. "Yes, I think he is a great deal more handy about doing things than he was before he went to school.".. "Yes, she has improved very much in this respect.".. "Yes.".. "I think there is an improvement.".. "Yes.".. "He is.".. "He is.".. "She is less awkward and is improved.".. "We feel that he is.".. "I think, perhaps, she is.".. "Yes, he is.".. "Yes.".. "Yes.".. "Somewhat so.".. "He is.".. "She is.".. "About the same.".. "Yes.".. "Yes, he has improved in that respect very much.".. "I think she is a very great deal less awkward.".. "He is.".. "Have not noticed her being awkward.".. "Yes, she has improved very much.".. "Can see a little difference.".. "Yes.".. "He is.".. "Yes, he is less awkward.".. "Yes.".. "Yes.".. "There is a great improvement, and can answer in the affirmative.".. "Yes.".. "He is.".. "Yes, somewhat.".. "Much improvement in this respect.".. "He is.".. "About the same.".. "I think he is, some.".. "Yes.".. "Much less so.".. "Yes.".. "About the same.".. "Yes.".. "I think she is.".. "Yes.".. "Handles things with much greater ease than formerly.".. "Great deal."

Is he or she more active?

"Yes.".. "Yes.".. "Yes.".. "Good deal.".. "Yes.".. "Yes.".. "I think he is.".. "He wants to make himself generally useful.".. "I do not know that he could be more active than he was, he never was still from the time he was born.".. "He has always been active physically; his mind now seems more active.".. "Yes.".. "A little.".. "Yes, he is.".. "Walks better and more spry.".. "He is.".. "Yes, he is.".. "He was always as active as a cat.".. "Considerably more than she used to be.".. "He is.".. "I think so.".. "Not perceptible.".. "She is.".. "She is more active than formerly.".. "Yes, he handles himself better.".. "Yes.".. "Yes.".. "Yes.".. "She is.".. "See no difference.".. "I don't know that he is, but his brothers say he is.".. "A great deal more.".. "About the same.".. "Yes.".. "Yes, is more active and stronger; very much so, indeed, for so short a time.".. "He is.".. "Think she is.".. "Yes, she is.".. "Yes.".. "Yes.".. "He is.".. "Yes, a great deal.".. "He is moving from morning until night.".. "She is.".. "He has had good use of himself from a child.".. "Yes, she is active, more so than previously.".. "He is.".. "Yes, somewhat.".. "I think so.".. "He is.".. "A little.".. "Yes, much stronger, her muscles are much better developed and hardened.".. "No, he was always very active.".. "I think she is.".. "Rather.".. "Decidedly so.".. "Yes."

Is he or she more fond of childish sports?

"Yes.".. "Yes.".. "No.".. "About the same; was always fond of childish play.".. "Yes.".. "Less; likes to be alone most of the time.".. "He likes to play with children.".. "He is as fond of play as ever.".. "Yes.".. "No.".. "Not so much so as before he went to the institution.".. "I can't tell.".. "He is.".. "Yes, he is.".. "I don't know as he is.".. "About the same.".. "No.".. "I think not.".. "No.".. "She is.".. "Yes.".. "Yes, very decidedly so.".. "Yes.".. "No.".. "Yes.".. "Decidedly so.".. "No difference.".. "He is now.".. "She is more fond of sport than work.".. "She is much more.".. "Think she is.".. "No.".. "About the same as he was before he went to school.".. "I can't say that she is, though she loves to see children play.".. "He is.".. "She is.".. "Not so much so; she is more steady.".. "She takes more interest in them than formerly.".. "Yes.".. "He is not.".. "I can hardly say.".. "She is a great deal more fond of playing than ever before.".. "Yes; appears to understand the enjoyment better, and shows a fondness.".. "Not much change.".. "A great deal.".. "No change.".. "No.".. "Not so much.".. "I see no difference.".. "She seems to be; her sphere in this respect is of course enlarged in the school, and her sports

more varied, yet she seems fond of all.".. "No.".. "Not so much so.".. "No.".. "No, he don't seem as childish as he was.".. "I think she is.".. "No, but seems more steady and womanly.".. "Not so much so as formerly.".. "No."

Is there any improvement in waiting upon himself or herself, or in behavior at the table; if so, in what respect?

"There is; he uses his knife and fork better.".. "Yes, he is much better.".. "There is.".. "A marked improvement.".. "Yes, considerable; he will wait until waited upon with patience.".. "Yes, he behaves better at the table, and if he wants anything he makes motions for it.".. "Before entering the institution he had to be dressed, washed and waited on at the table; now he does everything for himself.".. "He is more quiet and does not eat so fast.".. "He is very quiet at the table, and does not ask for anything.".. "Yes, he is more quiet at the table.".. "There is improvement in behavior at the table, and is slower about eating; drinks less; does not desire, as formerly, to drink with every mouthful, nearly; always had to talk to him about it, but could not train him as he had been trained at the institution.".. "Decidedly better; he now waits until he is helped, and then eats much more carefully than formerly.".. "Yes, in passing dishes to others and in using his knife and fork.".. "Yes, there is a marked difference in this respect.".. "She eats more mannerly than she did formerly.".. "Less liable to drop his food.".. "Yes, there is improvement; he eats wiser; he eats very nicely.".. "Yes, there is improvement in that he can wait on himself better; he is more handy in using his knife and fork; will always wait to be helped; will not take anything without asking for it; he is more quiet at the table.".. "There is, in both respects.".. "She is more careful about eating.".. "He has improved a good deal in waiting on himself and behavior at the table.".. "A marked improvement in this respect.".. "More cautious.".. "There is.".. "Yes.".. "Some.".. "He makes some efforts towards dressing himself, will wait with more patience, and uses knife and fork more than he did.".. "Better in every respect.".. "There seems to be some improvement in waiting on himself, he can use his knife and fork better.".. "Yes, has more control of her muscular system; is more orderly and methodical.".. "Yes, she dresses more regularly, takes better care of her clothes and behaves properly at the table.".. "There is a little in governing his appetite.".. "Yes.".. "Very little.".. "A decided improvement; handles her knife and fork with more ease, and has more judgment when she has eaten sufficient.".. "Very little.".. "He is neater and shows more desire to wait on others; there is a very great improvement in that respect; he comes to the table when told, and waits until waited upon.".. "There is a great improvement; she waits upon herself very well, and behaves very nicely at the table.".. "There is.".. "Decided improvement.".. "Yes, there is great improvement; she takes care of herself mostly; a decided improvement at the table.".. "Yes, he is more patient, and seems willing to wait until he is waited upon.".. "There is.".. "Yes, she is improved more than I expected she would.".. "Yes, very much; at the table he asks for what he wants and behaves very well; in all respects he has improved very much.".. "Truly, there is; her conduct at the table is very formal and uniform; always passes her plate for what she wants, with great patience, and waits upon herself very readily when she thinks it does not molest any one.".. "Yes.".. "There is.".. "In this he has improved beyond expectation.".. "There is; he sits straight; uses his knife and fork very well; not so formerly; waits to

be helped, and behaves very nicely.".. "There is.".. "Some difference in dressing himself.".. "There is; he sits more erect, also more mannerly.".. "Yes.".. "There is an improvement in her waiting upon herself.".. "Yes.".. "He behaves very well at the table.".. "There is some; has better use of knife and fork, and waits on herself better.".. "Yes, marked.".. "Is much more modest at table, helps himself more easily, and behavior is generally much improved.".. "A great deal, in her manners and behavior."

"Can he or she assist more in dressing or undressing or in taking any other care of himself or herself; if so, to what extent, and in what respect?"

"He can dress himself better."—"Yes, he could not dress himself at all, but now can dress and wash himself as well as anybody, and he used to be like a child."—"Can dress himself and wait upon himself much better than formerly."—"He can; he not only can now dress and take care of himself, but looks after his trunk and clothes very often and carefully."—"He takes more pains in dressing himself."—"Yes, he can dress and undress himself, and takes more care of himself."—"He does everything himself, and needs no assistance."—"He can button his clothes and lace his shoes; this he could not do before he went to the institution."—"He always dresses himself, combs his hair, and takes general care of himself."—"Habits regarding personal cleanliness and neatness of dress are about the same; he is very particular about his looks; think, however, he is more systematic."—"Formerly he made no attempt to dress himself, now he can do it with very little assistance; for instance, previous to going to the institution he could not tell one part of his pantaloons from the other; now he puts them on readily."—"Yes, he always washes himself now, which he would not do before going to school to you."—"Yes, he can; there is a decided improvement, to the extent of buttoning and unbuttoning his clothes, putting on socks, boots, etc."—"She has more pride, and keeps herself nicer than formerly."—"He requires less assistance than formerly."—"Yes, he can; he is better in all."—"Yes, he can now dress and undress himself about as well as any other child of his age."—"She now dresses and undresses herself entirely; does it quite well; she likes to look tidy and well; is quite particular to comb her hair and to dress her feet, and knows when things compare."—"Yes, she can undress herself."—"Some better."—"He can dress himself, but can't button his clothes; he can take care of himself a great deal better than he could."—"He can in all respects."—"He can."—"She can; she can put on her dress and shoes and stockings."—"Does nicely."—"He can assist some more in dressing himself, more than before."—"Yes."—"He can now dress and undress himself without much difficulty."—"Yes, considerable."—"She takes care of herself generally; better in very many respects."—"Some little."—"Yes, she can dress herself almost without any help."—"A little more than before; she can now lace her over-shoes; she could not do so formerly."—"A decided improvement; can dress and undress herself nicely now without any assistance."—"He dresses himself with more skill and with more ease."—"He can comb his hair and wash his face better; he is able to dress and undress himself very well, and has improved very much in this respect during the last term of your school."—"She has improved very much in dressing and undressing herself; indeed, she can attend to those things almost as well as any young lady."—"He is improved."—"She has."—"She dresses and undresses herself, and takes

care of herself mostly.”—“Yes, and seems to take more care of his clothes and other things.”—“He can now dress and undress himself as well as anybody.”—“Yes, in dressing, a great deal, and in all respects.”—“She can now dress and undress herself, and do it with the greatest precision; put on her shoes and stockings, lace and tie them; and is very orderly, keeping her clothes in good shape; this is something she could not do at all before she attended the institution.”—“He can put on his own clothes and help himself better.”—“In this there is great improvement.”—“He washes and dresses without assistance; did not when he went to the institution.”—“He can put on his clothes.”—“Some difference in dressing himself.”—“Yes.”—“As to this we can’t say distinctly; but the last time she was at home there was an improvement as to her dressing herself, managing her clothes, hair, etc., so much so that there is no doubt of improvement in this.”—“Yes.”—“Yes, he can wash and comb his hair better.”—“She can dress herself better, can put her clothes on in a more proper way.”—“Yes, is more cleanly and tidy; her general notions in this direction are certainly changed.”—“He can.”—“He seems to take pride in dressing himself, washing and keeping his person clean; can adjust his clothing, put on and off his shoes, and with much greater ease than formerly.”—“Yes.”

Is there any improvement in habits of personal cleanliness; any more regard for neatness in dress?

“There is.”—“Yes.”—“Much improvement, which is a great comfort and satisfaction to the family.”—“Yes.”—“Yes, he likes to be well dressed.”—“Decided improvement in habits of personal cleanliness and neatness of dress.”—“There is.”—“He is more particular about his looks; think he is more systematic.”—“Yes, he scarcely ever dirties his clothes, either with urine or feces; formerly, this was of daily occurrence.”—“Yes.”—“Yes.”—“Decidedly.”—“Yes, there is in all.”—“Yes, I think he is more particular in trying to keep his clothes clean, and in combing his hair before eating his meals.”—“A great deal; very much.”—“Yes.”—“Yes.”—“There is considerable in both respects.”—“A very great improvement, both in habits and cleanliness.”—“He is.”—“She is more cleanly and likes to dress up fine.”—“More careful of his clothes.”—“Yes, I think there is.”—“I think there is.”—“Yes, he is very fond of dress.”—“He has improved in personal cleanliness, somewhat.”—“Yes.”—“Yes.”—“Yes, there is.”—“Yes, she washes herself and combs her hair without being told, which she would never do before, unless she was forced.”—“She is now able to wash and dress herself; she was unable to do so before.”—“Think there is quite an improvement.”—“Probably a little.”—“There is improvement in several ways, in cleanliness and more regard for dress, his habits are very greatly improved in many ways.”—“She was always clean and loved to look pretty in her dress.”—“Yes, considerable.”—“There is.”—“There is; she is a great deal more particular about her dress, and is very careful of her clothes.”—“She takes more pride, seemingly.”—“He seems to feel the importance of keeping his person clean.”—“Yes, there is a great change in this particular.”—“There is.”—“Yes, *the most I ever saw* in cleanliness.”—“Yes, he is very particular about his dress; blacks his boots every day, and is very anxious to appear well when he goes out.”—“He is cleanly in his habits; was always fond of being dressed clean and neat.”—“Yes, she wears tight clothes, and does not make half the washing she used to; her personal habits in regard to soiling her clothes and bed are entirely

changed to that of cleanliness and neatness, and has strong respect for neatness in dress."—"There is."—"Yes, there is."—"A very marked improvement in both respects."—"There is."—"Some improvement in cleanliness."—"There is, in cleanliness, and more in neatness of dress."—"Yes."—"Her personal habits of cleanliness were always fair; they are now good; she has a decided taste for dress, and seems to appreciate neatness and tidiness very readily from their opposite."—"Yes."—"He always had a good deal of pride about him, and liked to look neat and clean."—"Yes."—"A little more, I think."—"Very decided improvement in this respect."—"A great deal."

Is he or she less troublesome than formerly?

"Yes"—"Yes"—"Yes"—"Yes"—"Yes"—"Yes"—"He is; he does not run away as previous"—"When he first came home he was a real good boy, but he has run as he chose, and is getting very mischievous"—"Very much less troublesome as regards being boisterous, but have to keep a strict watch over him, it is so easy for him to get excited"—"Yes"—"Yes"—"Yes"—"She is"—"He is"—"Yes, he is less troublesome"—"He is not near so much trouble as he used to be"—"Yes"—"Yes"—"He is less troublesome"—"Much less"—"She is less troublesome, and is gaining in general ideas"—"Oh, so much; our friends all speak of it, we rejoice in this change for the better"—"She is less troublesome and will mind better"—"He has, for he is not so often wandering off and getting lost"—"Yes"—"Yes"—"Yes"—"Much less so"—"Yes"—"She is much less; amuses and takes care of herself"—"A great deal less"—"There is improvement in several ways—in cleanliness and more regard for dress; his habits and ways are very greatly improved in a very great many ways"—"She is no trouble now to what she was before entering the institution; indeed, words can't express her improvement in that respect"—"Yes"—"Yes, she is less troublesome"—"Much less troublesome"—"He is"—"Very much less; in fact, we have very little if any trouble with him"—"Yes, much less"—"Yes, she appears to know right from wrong, and does not give near as much trouble as before"—"He is"—"I can say I feel under great obligation to the institution for this great improvement in our afflicted brother"—"Very much less"—"He is"—"Some"—"He is"—"Yes"—"Very much so; just in proportion as she has control of herself, and more intelligence"—"Yes"—"Yes, a great deal less troublesome than formerly"—"Very much"—"A little less; he don't play tricks as he used to"—"There is to considerable extent"—"Yes."

Is there any improvement in speech; that is, does he or she talk more, or more distinctly?

"Yes, somewhat"—"Yes"—"Some improvement"—"Some, not so much as I expected"—"He knows more, but cannot talk"—"He speaks several English sentences very plainly"—"I think he does"—"Tries to use what little language he can command; makes no new sounds—those he does make are very distinct"—"Talks very little, but what words he does pronounce, he speaks much more distinctly"—"He talks more, but not distinctly"—"He does not talk"—"She does"—"He does"—"Yes, he talks better"—"I don't think there is much improvement in speech, but he talks more"—"There is; she does"—"Yes"—"There is; he joins his words considerably better, and speaks plainer and readier"—"He does"—"Not so much improvement in speech as in other things"—"Yes"—"About the same"—"Yes"—"He talks less than formerly, but

speaks more distinctly"—"She talks much more"—"A very decided improvement; before she went there she could scarcely answer a question, now she will talk to any one, readily"—"We think he talks more, can't see that it is more distinctly"—"She talks more, and more distinctly than formerly"—"Yes"—"She talks more distinctly"—"I think she has improved, she talks more properly"—"Very little"—"He always talked too much; very indistinctly; he now talks much better, and on a greater variety of subjects"—"Yes, some improvement"—"He talks better"—"She talks more"—"Talks too much, yet some improvement in that respect, I think"—"Talks more distinctly"—"He has"—"He does"—"Yes"—"We think she is inclined to talk more"—"Yes, much improvement"—"Yes, I think there is considerable improvement"—"I think she does"—"Very little; this is the main impediment"—"There is; he speaks more steady and distinctly"—"No, is deaf and dumb."

Has he or she any more idea of language; that is, does he or she understand any more what is said to him or her than formerly?

"Yes"—"Yes"—"Yes, a good deal in the English language"—"He has improved greatly"—"He does"—"I think he does"—"Cannot say; as I speak to him in German he seems to understand more of what is being talked about in the family"—"Yes, he does"—"He seems to comprehend more readily; has more energy or readiness to catch what is being said to him"—"She does"—"He does"—"Yes, he has"—"Yes, I think he has; he seems to understand nearly all we say to him"—"Yes"—"She does"—"I think he understands what is said to him, more readily"—"I think he does"—"He understands a great deal better than formerly"—"He does"—"She has, and understands every word that is said to her"—"Decidedly"—"I think she understands better"—"I think he understands a great deal better what is said to him"—"Yes"—"Perhaps so"—"Yes"—"I think he notices things more than he did before going to Jacksonville"—"It seems that she understands what is said to her"—"Very much now; before she went to your school you could not tell whether she understood you or not. as she would talk so little, and when trying to would stammer and hesitate as though she could express no language, now she can express herself with little hesitancy"—"Always understood pretty well"—"He has not improved as much in this as in other ways, but I am satisfied he is better; yes, I am"—"Yes, she understands much better than formerly"—"He has"—"She does"—"Yes, she does a great deal more than she did"—"He does"—"Yes, she has most assuredly"—"She understands language better"—"Yes"—"He has"—"I have noticed a greater improvement in this respect than ever before, and it has been remarked by others how much more readily he understood what was said to him than before"—"He does"—"I think he can"—"Yes"—"She no doubt has; she now seems to appreciate and join in conversation that would not formerly attract her attention at all"—"Yes"—"She does"—"We think she does, and seems more thoughtful"—"He does"—"No."

Does he or she use a greater variety of words?

"Yes."—"Yes."—"Before entering she spoke only some German words, now she speaks all English."—"He does."—"He has several times said mamma, when he has wanted me, as I have tried to have him; when he first came home, I thought he said dear mamma, but could not get him to say it again; as ever before when he tries to say a word he cannot, but sometimes when he is not trying, apparently, he will say a word

very plainly ; it is a great improvement for him to use any language, as he has never done this well before.”—“Yes, he does ; but it is very difficult to understand him on account of his being tongue-tied.”—“I think so.”—“Yes, he does.”—“Yes.”—“He does.”—“She is not much inclined, only when playing in company with children.”—“His language is good, much improved in this respect.”—“Yes.”—“She does.”—“Much greater.”—“I believe she does.”—“He does.”—“I think she does.”—“Yes, a greater variety of words, and seems to have larger and better ideas than formerly.”—“Yes.”—“Yes, very much less.”—“Yes, she is decidedly.”—“Yes.”—“He has.”—“He has.”—“She does.”—“Yes.”—“She seems to speak more, but not plainly.”—“His ideas seem to be more enlarged and comprehends what is said to him much more than formerly.”—“No.”

Does he or she use more connected sentences ?

“Yes.”—“Yes.”—“He does.”—“Yes.”—“Yes.”—“He does.”—“She does.”—“He does.”—“Yes, he does.”—“She does.”—“He does.”—He expresses himself more intelligently, and connects sentences well.”—“Yes.”—“I think he does.”—“Perhaps.”—“She does.”—“A great improvement in this.”—“Yes sir, I think he does, some improvement in that way.”—“I think he uses more connected sentences.”—“He does.”—“She talks more connectedly.”—“I think she does.”—“Yes.”—“Yes.”—“Yes.”—“He does.”—“He does.”—“Yes.”—“Her sentences are more connected and more comprehensive.”—“Yes.”—“Yes.”—“Yes, he does.”—“She does.”—“Sentences are short, talks but little.”—“He does to some extent.”—“No.”

“Is his or her memory improved ?

“Yes.”—“Yes.”—“Yes.”—“Yes.”—“A great deal.”—“Somewhat.”—“He always had a remarkable memory for one who seemed so deficient otherwise.”—“Yes.”—“I think so.”—“It is.”—“Yes, it is.”—“Very little.”—“It is somewhat.”—“It is.”—“He does.”—“It has, in my opinion, greatly improved.”—“I think it has.”—“Yes, I think so.”—“A great deal.”—“Somewhat.”—“It is very much.”—“Considerably.”—“Yes, there is quite an improvement in his memory.”—“A great deal.”—“It is.”—“It was always good, and is still better.”—“We think it is.”—“His memory of faces and localities was always good.”—“It is.”—“There is some improvement in memory.”—“His memory is very good.”—“Very much improved ; her memory is stronger and more reliable.”—“It is.”—“I think it is.”—“It is.”—“Her memory of certain things was always remarkable, we think it is now more enlarged, and she remembers a greater variety of things.”—“His memory is good.”—“His memory is good.”—“Yes.”—“It is to some considerable extent.”—“Yes.”

Has he or she any more idea of forms and colors ?

“He has.”—“Yes.”—“Yes.”—“Yes.”—“I think he has.”—“Yes.”—“Has an extremely good idea of form, draws better pictures, found the word crimson, and then pointed to the color on dress trimming.”—“Yes.”—“He is fond of pictures, especially highly colored.”—“Yes.”—“She has.”—“He has.”—“Yes, he has.”—“A little.”—“He has.”—“She has good ideas of colors.”—“I should think she has.”—“Yes.”—“Yes.”—“She has much better.”—“Yes.”—“His ideas of forms and colors are not very good.”—“She has, very much more.”—“He has.”—“Have not noticed in this respect.”—“She has.”—“Yes, and appears to have more intelligible ideas of matters.”—“He has.”—“Yes, I think she has.”—“She

has taken a fancy to bright colors, pointing them out and choosing her color." "He has." "He has." "Yes." "As to color, can't say, there is an improvement concerning form."—"Yes."—"Yes, a great deal more." "I think she has."—"Have not observed any material change in this respect."—"Yes."

Does he or she notice more what is going on about him or her, that is, does he or she use his or her senses more?

"Yes."—"Yes."—"Yes."—"He now notices everything, and when told anything, always uses his senses at the instant."—"I think he has."—"Yes."—"Seems to use his senses more."—"Yes."—"Yes."—"She does."—"He does."—"Yes, he does; guess his senses are better."—"She does."—"Yes."—"I think he does."—"He does a good deal."—"He does."—"He does."—"She does, and is entirely broken of the practice of being so sleepy and stupid."—"Much more."—"I think she does."—"Yes, she does."—"Yes."—"Yes."—"Yes."—"She does."—"A little."—"I think he does, a little."—"She does, she takes more notice of what is going on about her; her senses are very active."—"A little more, and wants to be in company a great deal more than formerly."—"Yes, we see very much improvement in this way."—"She does notice, very much more, everything that she sees."—"Yes."—"She now knows everything that is going on about her, and notices what is said to her and remembers it."—"We think his mind has expanded considerably."—"Yes, and now seems to have intelligible ideas of matters."—"He does."—"Yes; yes a great deal."—"She is more observing than formerly."—"She is now very attentive, nothing transpiring about her unless she gives her undivided attention, showing great interest and delight."—"He does."—"A great sight more."—"He does."—"I think he does."—"Yes."—"Undoubtedly; in many respects she is more observing, particularly as to persons, and things generally brought to notice, dress, books, pictures, paintings, and a quantity of such objects brought to attract her attention."—"Yes."—"Yes, he notices everything."—"We think she does."—"Yes."—"It seems to me he does in some things."—"He does."—"Yes."

Has he or she made any progress in common school studies, as reading, writing, geography, and the relations of numbers?

"Yes."—"Decidedly in reading and writing, has quite a knowledge of numbers and counting, and from this fact, we think, in another year he will have advanced so that he will be able to get out of the mist that has been overhanging him from a child."—"Has been too short time in the institution to have any general knowledge."—"I think he has."—"Has improved fairly as much as can be expected. I have tried him adding numbers together, he can do it by his own way."—"Has improved in writing, and has learned to print small letters, also words; carries on quite a conversation by finding words in books and giving me the signs for them; feel indeed very proud of his attainments, and I am sure his parents are highly gratified."—"Yes, in reading there is an improvement."—"He was not capable of taking lessons in school."—"She has."—"Has improved in counting."—"Yes, he has in all."—"Yes, he has improved; he can say most of his letters, and can make quite a good many figures and letters."—"A little."—"He writes better."—"Counts much better, and loves to read aloud; we think in another year he will be able to read without spelling his words; we are delighted with his progress in writing."—"She has improved in that respect."—"Perhaps some progress."—"He has made some progress in them all."—"She has

made much improvement; much surprised to see her write her name so nicely, and can read and spell small words nicely; before she went to the institution she attended several schools, public and private, but could never get her to spell a single word correctly, nor count ten; now she will count a hundred or more without a mistake; we never expected her to learn as much as she has already; we feel very much encouraged in this respect."—Yes."—"She has made considerable progress in her studies; reads and writes well; has learned considerable about geography and numbers."—"Yes."—"She has made some progress."—"He has improved very much in reading and delights in it."—"He has."—"Yes, she has made some progress in learning."—"Yes, some."—"She has made some progress in all."—"Has made some improvement in all those branches of study."—"He has."—"We do not expect any improvement in this, for he cannot talk."—"He has."—"Some little."—"Yes, in reading and writing."—"Nothing beyond her alphabet."—"Her progress in these matters is very marked; she reads intelligently, writes pretty, is perfectly familiar with the out-line maps of Europe and the United States; she is remarkable in her attainments in geography, and has made great improvement in numbers; in these respects her teachers have done wonders for her."—"Only in writing."—"Yes, in all except numbers."—"Can't see that he has acquired any idea of letters or numbers, or any common school studies."—"Reads words, writes and counts."

Is he or she more capable of useful occupation?

"Yes."—"Yes."—"We have always hoped that he was, and now feel very much encouraged."—"He is more capable to work on the farm."—"Yes."—"Too young for that."—"I can send him on errands in the city, where he knows the name of the street, he will find numbers and parties."—"Yes."—"I think he is more so than when I placed him there."—"She is."—"He is."—"Yes, he is."—"He is."—"She is."—"Yes, he has been very helpful this summer and would work more than formerly, and uses more judgment."—"She is not old enough."—"Yes."—"In this there is some improvement."—"Yes."—"Yes."—"She is."—"He is a little."—"Yes, she is."—"Very much more."—"Can attend to home more, and ride horses very well."—"Yes, a little better and more steady."—"I can truly say she is very much more capable of earning her own living."—"Yes."—"She is."—"I think she is some."—"She is."—"Yes."—"Yes, and is more trusty."—"Yes."—"Yes, most assuredly she is."—"She is very much improved in this respect and can do a great many things as well as any person."—"She don't care much about work, but is more handy when she tries."—"Yes."—"Yes."—"He is rather young to tell."—"Some little."—"I think so, he has been quite useful in preparing fuel and carrying water to the hands while harvesting."—"He is rather young to tell."—"Yes."—"In proportion as she has control of herself, in her mental and physical organization, she is, and there is great improvement in both."—"Yes."—"Yes, he can help a great deal in the house."—"He now works some, and can drive team a little."—"Yes."—"He is; can be trusted on many errands, and can comprehend the use of many things not heretofore competent to perform."—"Yes, very; was not when entered the institution, but now she can sew, iron, sweep and perform all kinds of housework nicely."

Is his or her attention more readily fixed upon any object?

"Yes."—"I think it is."—"Yes."—"Yes."—"A great deal more."—"His attention is very readily fixed, more than before, for it was very hard

to be gained."—"Yes."—"Yes."—"I think so."—"It is."—"It is."—"It is."—"Very much more."—"Yes."—"I think it is."—"Yes."—"Yes."—"Yes."—"It is."—"A little, maybe."—"It is."—"It is."—"Very much so."—"I think it is more, and can understand better."—"Yes."—"Yes, I believe it is."—"Yes, very much more readily."—"It is."—"It is."—"I think it is."—"Yes."—"His attention is more readily fixed, and seems to have a greater gift of conversation."—"It is."—"Yes, more easily fixed."—"Yes."—"Some."—"Yes, she concentrates her attention very readily, and here is an improvement."—"Yes."—"It is."—"Yes."—"It is."—"Yes."—"Yes, decidedly."—"Yes."—"Yes."—"Yes."

Has he or she any more judgment in practical matters of every day life?

"He has at times."—"Yes."—"He has."—"I think he has."—"Some."—"Yes."—"I think he has."—"Yes."—"More so than before."—"Quite an improvement in this respect."—"He has."—"It is."—"She has."—"Some."—"He has."—"She has."—"Yes."—"Yes."—"She has."—"He has."—"A very great improvement in that respect."—"I think he has, so he can work with his brothers."—"Yes."—"Yes."—"Yes, a great deal more. I think."—"He has."—"She has."—"She has a great deal more."—"Yes, very much more readily."—"He has."—"He has."—"A great deal."—"Yes, very much more."—"Yes, a little."—"Yes, some."—"She appears to understand better the daily transpirings, showing an improvement."—"Yes."—"He is too young to tell."—"Yes, he has."—"Much more; he performed the service above mentioned with judgment."—"He is too young to tell."—"Yes."—"Yes."—"Considerable more."—"Yes, much improvement."—"We think he has a little more."—"Yes."—"I think he has a little more."—"Yes."—"I think he has a little."—"Yes, for cleanliness and inclination in assisting in everything about the house; a change for the better."—"Some improvement in this respect."—"Very much more."

Has he or she any more self-control?

"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"A great deal."—"He has."—"He knows that he is under control, but he always likes to see what is going on."—"I think he exercises more self-control."—"Much more."—"Yes."—"I think she has."—"She has."—"She has."—"Yes."—"I think she has."—"Yes."—"He has."—"He has."—"She has."—"I think she has."—"Yes."—"She has some."—"Yes."—"Yes."—"Yes."—"He has a little."—"It seems so."—"She has much more."—"I think he has."—"Yes, a little, I think."—"She has very much more self-control."—"He has."—"He has."—"Yes, she has."—"Perhaps she has."—"Cannot say that he has, but is much easier controlled as to labor, etc."—"He has."—"A great deal."—"Yes, much more."—"She has, which is another great improvement."—"Yes."—"He has."—"Yes, he has."—"Much more."—"He has."—"Yes."—"She has more control of her muscles and temper; she was formerly very easily angered and would get into violent passions upon small or trivial provocations; she is much less so now; much more tractable in this regard."—"Yes."—"Yes, her ideas are enlarged, and this gives self-control."—"Has improved considerable in this respect."—"Yes."

Does he or she wish to return to the institution?

"Yes; at first he did not want to stay with me at all; he said he wanted to go back home."—"He is very anxious to go back."—"He is exceedingly anxious to return to the institution, and often wants me to

write to you to let him come back now ; says that he would much rather be at Jacksonville than at home."—"Yes, he does."—"Yes."—"He speaks of returning every day."—"He does ; he talks of it nearly every day ; he says he has a good time at Jacksonville."—"He would like to go back to the institution, and when asked what he would rather do, learn a trade or go back to the institution, he says he would like to go to the institution again."—"He examined the circular ; I told him Dr. Wilbur wanted to know if he wanted to go back ; told him if he did to nod his head ; he made a very profound bow ; then I asked him, to be sure that he understood me, if he did not want to go back to say no ; but he gave me another affirmative."—"I cannot tell."—"Yes."—"She does."—"He does."—"She does."—"Yes."—"Yes."—"He does."—"He does."—"He does."—"He does."—"When asked where she wants to go, she says to Jacksonville."—"She does not express her wish."—"Yes, he does."—"He has wished to return a great many times."—"Very much."—"She does."—"Yes, she wants to, very much."—"She answers this question sometimes affirmatively, and sometimes negatively."—"She does ; and since the first two or three weeks after her return, has been counting the weeks, and is much more anxious than she was last year."—"He says now he does not ; but when school commences he generally wants to go."—"He would like to go back to the institution very much."—"She says she does not wish to return, though she loves all the inmates of the institution ; she wishes to remain at home and learn all the general branches of housework."—"He does."—"He does."—"She wishes to return."—"She does."—"Yes, she wishes to return."—"He don't say."—"Yes, he wishes to return."—"Yes."—"Yes, she is anxious to get back."—"He would be willing to return."—"Last year she packed her trunk, and showed a great pleasure in going ; evidently she will this year."—"He does."—"Yes, he does wish to go back."—"Yes."—"He does."—"Very anxious to return."—"Yes."—"Yes."—"Yes."—"Very much ; is real anxious."—"She does."—"He did."

Do you wish to send him or her back, the next school year ?

"Yes ; he is not well enough to be left here."—"I do, very much."—"We are very anxious to have him return when I now go ; you told me when I saw you, I ought to send him at least two years ; we have always meant to send him back with Mrs. ———, when she takes her child."—"Yes."—"Yes."—"Yes."—"Yes."—"We do."—"I wish to send him to school again for another term."—"Yes, we want to do all we can for him, and leave the results with God."—"Yes ; I wish to send him back, though I wish I could keep him with me and teach him myself ; he has always been such a pet, I miss him very much when away."—"Yes."—"Yes."—"Yes, sir, I do."—"I do."—"I do."—"Yes, we do."—"Yes, we want him to go back."—"We do."—"We do."—"We do."—"I do."—"I do."—"I do wish her to return to the institution."—"We do ; we esteem highly the system of instruction given at the school. I think it is the only way such children can make progress in their education."—"I would like to have her return."—"Yes."—"I do."—"Yes."—"We do greatly."—"Yes."—"I would like to send her again."—"I will try it again."—"We do, as we think that is the best place for her if we wish her to improve."—"Yes."—"Yes."—"I would like to send him back this next term ; please accept him."—"I need my daughter's assistance at home."—"I do."—"We do."—"Yes, I do."—"We do."—"We ask you to accept him another year."—"I do."—"Yes, if it be God's will."—"Yes."—"Yes."—"We should have been thankful for the privilege."—"We do ;

please do not give up her place, for her improvement is great, for which we are very thankful."—"I do."—"We undoubtedly do."—"Yes."—"I do."—"Yes."—"Yes, want to send him as long as there is any hope of improvement."—"Yes."—"Yes."—"Yes."—"Yes, if he improved as much the next term as he has the last, I would not miss having him go for anything."—"I do."—"Yes, I expect to do so."—"We do."—"They did."

Has he or she any more steadiness of purpose or perseverance in accomplishing anything he or she wishes, or in obeying any command?

"Somewhat."—"Yes."—"He seems so."—"He accomplishes now everything he undertakes."—"Yes."—"Yes."—"Yes."—"Obeys at the word; is a very good boy."—"In accomplishing his wishes he is very smart; there he always finds his best advantage."—"He seems to have more steadiness of purpose; always had much perseverance; obeys quite readily usually."—"Yes."—"He obeys better."—"Yes, and obeys requests more readily than before."—"She has."—"He has."—"Yes, he has."—"Yes, he is a great deal better in minding what is said to him than he was before he went to school."—"About as usual, she obeys very readily."—"Considerable."—"Yes."—"He has improved."—"She has."—"I think she has."—"I can only say that he obeys a great deal better."—"Yes."—"Yes."—"Yes."—"Yes."—"She has."—"Has improved in that way some little."—"I think she has."—"I think yes to those questions."—"Yes; there is also improvement in regard to steadiness; he is obedient now as you could expect, and is good to obey."—"She has very much more."—"There is a marked improvement."—"He was."—"Yes, a great deal."—"Very much more; anything that he considers is expected he should do, he works with untiring energy; we are surprised often with his perseverance."—"Sometimes, if she takes the notion to do anything; she don't seem to get tired as soon."—"Has some more perseverance."—"Yes, more steadiness of purpose in accomplishing anything she wishes, and is more obedient."—"Yes."—"He has."—"Yes, I think he is more steady of purpose, and as for obeying any command, he always was good."—"Yes."—"I think not; this development, in our opinion, keeps more than pace with her age, and is more obedient than formerly, from a sense that it is her duty."—"Yes, is obedient, and formerly was very much the reverse."—"There is some little improvement."—"I think he has."—"Yes."

Is he or she more quiet in his or her manners?

"Yes."—"Yes."—"Yes, much more."—"Yes."—"Yes."—"He is."—"He is very quiet and behaves well."—"He was very quiet when he came back."—"He is more quiet and I may add more dignified."—"Yes."—"Yes."—"He is, and not so dull and sluggish."—"She is."—"He is."—"He is."—"Yes, he is in his manners."—"A great deal more so."—"Yes."—"He is."—"He is."—"Yes."—"He is."—"She is more active."—"He is."—"A little."—"Somewhat."—"Yes a great deal."—"Yes."—"Yes."—"Decidedly more quiet."—"She is tolerably quiet."—"He is much more so."—"Yes."—"A great deal more; he is more active and not so inclined to sleep as before, and does not cause any trouble."—"She is; she is now a quiet and very amiable girl."—"He is."—"Decidedly."—"She is."—"He is."—"She is a great deal more so."—"Yes, there is a great change in his manners, and he is very quiet; in this respect there is an entire revolution."—"Yes."—"Yes, is more quiet and reserved in her manners, a great improvement."—"He is."—"A great improvement."—"Yes, much more."—"He is."—"Yes."—"As formerly stated, she was easily excited and passionate; this, to a great proportion, has left her, and is more quiet; indeed, her manners are very good, her deportment generally

commendable."—"I think he is."—"Yes, he don't talk so much while others are talking."—"Yes."—"Very much."—"He is more quiet and modest."—"Very much more."

Is he or she more obedient ?

"Yes."—"Yes."—"Yes."—"Yes."—"Yes."—"He is more obedient than he has been before."—"Yes."—"He is."—"Yes."—"Yes."—"Yes."—"She is."—"He is."—"Yes."—"She has never made trouble in this respect."—"Yes, a little."—"He is."—"He is."—"Yes."—"He is."—"Yes."—"She is; obeys every word quick, without a word."—"Obeys more readily than formerly."—"Yes."—"Yes."—"He is."—"Yes."—"Yes."—"Yes, much more so."—"I think he is."—"Yes, she is."—"Yes, think she is."—"Yes."—"Very much so; yes decidedly."—"Yes, very much more."—"He is."—"She is."—"She is."—"I think so."—"Very much more so."—"He is."—"Yes, very much more so."—Yes, he is very obedient now, and will go and do anything he is told; a great change in this respect."—"Has improved some, but is not as obedient as I could wish yet."—Yes, she is very obedient, using great care and patience."—"He is."—"Yes."—"Yes."—"He is."—"He obeys me readily, but when mad or fretted refuses to obey any other member of the family."—"Very much more so."—"I think a little."—"Yes."—"I think she is."—"Yes."—"Quite obedient."—"Yes."—"He was decidedly so."—"Yes."

Is he or she more affectionate and good tempered ?

"Yes."—"We think he is."—"Yes."—"Yes."—"He always was mostly at home, and prefers staying with his friends to running about."—"Yes."—"In his temper we can't complain, it is generally good."—"He was always affectionate and good tempered."—"Yes, much more so."—"Yes."—"As much change as could be hoped for."—"Some improvement."—"She is."—"Yes, he is a great deal more even tempered than before."—"Yes."—"She is very affectionate and good dispositioned, we think."—"Always good tempered and affectionate."—"I think so."—"Yes."—"She is."—"She is."—"I think there is some change for the better in this respect."—"Yes."—"Was always affectionate and good tempered to a high degree."—"Not as much difference in this respect, as she was always affectionate to any one that treated her kindly, and her temper was never very bad."—"Think he is some."—"Yes."—"As great a change here as could be expected."—"She was always very affectionate; her temper is very much better."—"I think he is."—"She is."—"I think she is some little."—"Yes, if properly treated."—"He is."—"Very much more."—"He is very affectionate and good tempered generally, but if any person is unkind to him, and he gets excited, his temper is up in a moment, but he soon gets over it."—"Was always an affectionate child; much better tempered."—"Yes, her disposition is mild and very good; very affectionate, and will not quarrel with other children."—"He is."—"Yes, he is."—"In this there is marked improvement."—"He is."—"About the same, very affectionate and good tempered."—"Yes."—"Can't say that she is more affectionate; was always very much so to those she loved, but as indicated above she is very much improved as to her temper."—"He don't seem quite so disagreeable as before."—"Yes."—"Some little improvement."—"Yes, improvement in this respect."—"Always was very affectionate."—"He is decidedly so."—"Yes."

Is he or she less selfish ?

"Yes."—"About the same."—"Yes."—"I think she is."—"Yes."—"He is not selfish; if he gets anything, he likes to divide it."—"He never appeared selfish."—"Yes."—"About the same."—"Yes."—"She never was

selfish."—"He is."—"She never was."—"About the same."—"About the same."—"Yes."—"I think she is."—"I think so."—"He never was of a selfish disposition."—"He never showed any selfishness."—"Sometimes."—"Think so."—"Yes."—"He is very much so."—"I can't say that she is, for she never was a selfish child."—"He is."—"Have not noticed her in this respect."—"She is about the same, not very selfish."—"She is not, that is I have never considered her selfish before."—"Never considered him selfish in the least."—"He is."—"She is less selfish."—"He never was a selfish child, in the common acceptation of the term; the only way he shows himself selfish is shirking from duties, not being willing to lighten the burden of others at times."—"Yes, she is kind to the children; not selfish at all."—"He is."—"Yes, sir."—"Can't say; never was very selfish."—"Yes."—"She was always very generous, and we do not know whether she is more so or not; we think, however, she would share her books or other articles with her mates more freely than formerly; this, of course, would be regarded as less selfish."—"Yes."—"He has improved considerable in this."—"Some less."

Does he or she recognize more clearly the distinction between right and wrong?

"Yes."—"Yes."—"To some extent."—"I think he does."—"Yes."—"Yes."—"He knows well enough what is right and wrong, but sometimes he does what is wrong, knowing it."—"I think he does some."—"I certainly do not know; he knows he ought to do as I wish him, and acts ashamed if he does wrong."—"He does."—"He always had a good idea of right and wrong in others."—"I think he does."—"He does."—"She does."—"Yes."—"Some."—"I think she does."—"I think so."—"I think he does."—"Yes."—"She does."—"He does."—"She does."—"She does."—"I believe he does."—"Yes."—"I think he does."—"Yes."—"She does."—"It seems to me she does."—"Think she does; much more; as she never used to have any idea of it."—"Yes."—"Yes."—"But very little."—"She does, for now she does not wish to do what is wrong in the sight of Jesus."—"He does."—"He does."—"She does."—"Perhaps she does."—"He does."—"He does."—"She does, more clearly."—"Yes, I think he recognizes more clearly the distinction between right and wrong, which is an improvement, making less trouble in the family."—"Yes."—"He does."—"Yes, he does."—"I have observed that, more this vacation than ever before."—"He does."—"I think he does."—"Yes."—"Undoubtedly so."—"She seems to have quite a distinct moral perception of those things coming within the range of her knowledge."—"Yes."—"Yes."—"He does."—"Yes."

In what respect are you disappointed in his or her progress since he or she came to the institution?

"Not any."—"In no respect are we in the least disappointed, but on the contrary found the improvement beyond our expectation, for which we are very grateful to you and your noble institution, and please accept our most hearty thanks."—"That he does not improve in speech."—"I am not disappointed at all."—"In his personal appearance, and his regard for cleanliness, and his idea of things and places; also in his dressing and undressing of himself, in which he has improved more than we expected, so that we are gladly disappointed in the progress he has made, and think that finally he can be made self-sustaining."—"In no respect, whatever; believe that a few more years at the institution will make him a useful member of society for life."—"I am not disappointed whatever; he learned as much as could be expected, and only

hope he can learn more reading and writing next year."-- "I cannot say as I was much disappointed, but still I was looking for more than could be expected ; there was a doctor attending him when he went away, and he said he would talk, and I was in hopes he would, but now I think different about it ; he has improved as much as could be expected in the time he was there."--"Cannot say that I am in any way agreeably disappointed at his progress, for I had not allowed myself to expect much ; have had my hopes raised so many times to fall."--"I am not disappointed."--"Not in any way."--"In none, whatever ; I think the institution not only a blessing to me and my child, but to all others that are placed in our conditions here on earth."--"She has improved beyond my expectations."--"In making more improvement than I anticipated."--"In none ; he has done well."--"I am not disappointed in anything."--"I am satisfied ; he has learned as much as I expected in the time that he has been in the school."--"In not any."--"I would have been glad to have seen more improvement in book knowledge."--"I cannot say I am disappointed, as there is decided improvement in many ways which I cannot express, and finally hoping he may learn to read in the future."--"In none."--"I am very grateful for the manner he has been treated, and am highly pleased with his advancement."--"Not any."--"He has improved beyond my expectations."--"In no respect."--"We are not disappointed."--"Well, I cannot say that I am disappointed in any respect, but am satisfied with her improvement."--"I am not disappointed."--"None, whatever, as he has improved in every respect."--"I am entirely satisfied with his progress."--"Am well satisfied ; but had hoped she would have made more progress in learning to talk."--"In all respects most fully satisfied."--"In his common school learning."--"Considering the short time she has been at the institution, I must say I am satisfied very well."--"In no respect are we disappointed that she has not made all the improvements we expected, for her improvement, in every respect, has reached higher than we ever expected her to attain, and we, with all her friends, are very much pleased with her advancement, and feel very thankful that there was a place open for us to place her where we feel so safely about her, and where she can be done so much better by, than we could possibly do."--"He has been doing as well as we expected."--"Not in any ; I did not expect a great change in the first term, and, on the other hand, we are certainly satisfied with this the result of the first year."--"I am indeed very happily disappointed, for she has made greater progress than I ever thought she would be capable of making, and I can truly say, what would I have done had it not been for that school and the kind superintendent."--"I am not disappointed, but, on the contrary, highly pleased."--"I was disappointed that she did not learn to read, but I hoped for too much ; but she has improved in a great many things, and I am satisfied and very thankful."--"We are disappointed only in her talking."--"In no respect ; and we are very thankful for the privilege we believe him to have enjoyed, and are satisfied that he is in a more congenial atmosphere with you than with us, and is saved from the scoffs and jeers of his comrades."--"In talking."--"In none ; in some she has went over our expectations."--"In no respect."--"Thankfully acknowledge you have done much, yes, very much for him, and that he is much improved."--"We, instead of being disappointed, are very much delighted at her progress made while at the institution, and we are very thankful to you for the good you have done her, and hope she will continue to improve under your care, as she has

done, which will be a blessing to us."---"Have never been disappointed; she has done better than I expected she would."---"Not any."---"In no respects, whatever; and we feel under great obligations to the officers and teachers of the institution for our brother's great improvement."---"He has made greater progress than I expected."---"Not any."---"Nothing particular."---"None at all."---"In no respect; I am satisfied with his progress."---"We are not disappointed in any respect, for with us it was a question whether she could in any way be benefited in any institution, and her improvement and progress in many respects has been so marked, that, instead of being disappointed, we are gratified, and think there is being done for her what never could have been done at home, and which will result in great and lasting benefit to the child."---"Not in any."---"In nothing."---"Very much pleased, and think there is a great improvement."---"Nothing."---"I am well satisfied."---"I feel entirely satisfied with his progress in all respects; would most desire that he might make some progress in language and letters if possible."---"Not disappointed in any respect; did not expect to find as much improvement as I have, and I feel very grateful and thankful for the same."

The following are extracts from the letters of parents which have been received during the year :

C——. is well and doing very well. He has been our chief herder for the past month. He is quite steady. We most gratefully acknowledge the usefulness of your institution, and your labors have been a great blessing to us, for which we feel under deep obligation."

"Charlie is very anxious to go back to school, is almost frantic about it. We are glad he likes you so well."

"We feel truly grateful to you and Mrs. W. for the kindness manifested in his behalf during his long sojourn in the institution; only sorry that the connection ceased, but we must be content, as we very well understand the difficulty of his longer stay in the institution."

"We are much gratified with the improvement we discover in L——. All our friends have noticed a marked improvement for the better, and we hope and trust that his mind may continue to improve and strengthen. You are indeed doing a grand and noble work, and may the Lord reward you for your labor of love and good works."

A lady writes of her son: "He has improved more in behavior this last year than years previous. I cannot express by words the thankfulness of heart I have felt towards you and your institution, for the relief and rest of mind it affords those who are parents and guardians of such children. May the blessing of God rest upon you, is my heartfelt wish."

CIRCULAR.

The Illinois Institution for the Education of Feeble-Minded Children was organized in 1865, and has since been incorporated as one of the permanent charitable Institutions of the State.

The design and object of the Institution are not of a custodial character, but to furnish the means of education to that portion of the youth of the State not provided for in any of its other educational institutions, who are of a proper school-attending age, and who shall remain such periods of time as shall, in the estimation of the Superintendent and Board of Trustees, suffice to impart all the education practicable in each particular case, and in conformity with regulations hereinafter specified.

Children between the ages of ten and eighteen who are idiotic, or so deficient in intelligence as to be incapable of being educated at any ordinary school, and who are not epileptic, insane, or greatly deformed, may be admitted by the Superintendent.

Pupils from Illinois are supported free of charge. Board, tuition and washing are furnished gratuitously by the State.

The parents or guardians of those in whose behalf applications are made for admission as pupils, will be required to answer, in writing, such questions as the Superintendent may prescribe.

All pupils will be received upon trial, and will be expected to come to the Institution provided with a supply of neat and substantial clothing.

A bond will be required, in all cases, (except pauper pupils,) with securities, accompanied by a certificate of the county clerk that the sureties are responsible, to insure the removal of the pupil, when required by the Superintendent, free of expense to the Institution, its officers or agents, and the provision of comfortable and suitable clothing or pay for such as may be furnished the pupil during its continuance in the school.

Pauper pupils must have a certificate from the county judge, that the county court or board of supervisors have passed an order that the county from which they are sent will be responsible for clothing, incidental expenses and traveling expenses incurred on account of said pupils; also guaranteeing that said pupils shall be taken away during the annual vacation each year, without expense to the Institution, or any of its officers or agents.

FORM OF BOND.

Know all men by these presents, That we *as principal, and* *as security, are held and firmly bound unto the Board of Trustees of the "Illinois Institution for the Education of Feeble-Minded Children," in the penal sum of* *dollars, for the true payment whereof we bind ourselves, our heirs, executors, administrators or assigns, jointly and severally, firmly by these presents.*

Sealed with our seals, and dated this day of, 18 ..

The conditions of the above obligations are such, that whereas the said has placed in charge of the said obligees an imbecile child, for the purpose of being trained and instructed, as provided for by an act of the General Assembly of the State of Illinois, entitled "An act incorporating the Illinois Institution for the Education of Feeble-Minded Children," approved the 6th of April, 1871, and has agreed to furnish the said child with comfortable and suitable clothing, or

pay for such as may be furnished during continuance in the school, and also to remove the said child from the Institution whenever required, without charge to the Institution or any of its officers or agents.

Now, if the said shall well and truly perform the conditions aforesaid, then this obligation to be void: otherwise to remain in full force and effect.

_____ [SEAL.]
_____ [SEAL.]
_____ [SEAL.]

FORM OF CERTIFICATE FOR PAUPER PUPILS.

STATE OF ILLINOIS, }
County of } ss.

C. T. WILBUR, M. D.,

Superintendent Illinois Institution for the Education of Feeble-Minded Children:

SIR: By virtue of an order of the of county, passed 18 .., and in accordance with the provisions of section 11 of "An act incorporating the Illinois Institution for the Education of Feeble-Minded Children," approved April 6th, 1871, I,, Judge of the County Court of county, do hereby certify that is a resident of county, that he is a pauper, and proper subject for the care of said Institution, under the provisions of section 11 of said law.

Therefore, county will be responsible for all necessary clothing, and also all traveling expenses incurred in the transportation of said to or from the Institution to said county.

And it is hereby understood and agreed, that said shall be returned to said county during the annual vacation, each year, or whenever the superintendent of said Institution shall so order, at the expense of said county, unless other arrangements be made, satisfactory to said superintendent, at expense of said county.

In testimony whereof, I hereunto subscribe my name, and cause the seal of the County Court to be attached thereto, this day of, 18 ..

ATTEST:, Judge of the County Court of County.
....., Clerk of the County Court of County.

Printed blanks of the bond and of the certificates for pauper pupils, can be had by applying to the Superintendent of the Institution, free of charge.

The education furnished by the Institution will include not only the simpler elements of instruction usually taught in common schools, where that is practicable; but will embrace a course of training in the more practical matters of every-day life, the cultivation of habits of decency, propriety, self-reliance, and the development and enlargement of a capacity for useful occupation.

There will be a vacation during the months of July and August, at which period all pupils must be removed from the Institution by their parents or guardians, if required by the Superintendent.

The combination which this Institution presents, of practical medical experience and proper physical training, with efficient educational resources, will supply, it is hoped, a want which has long been felt by the parents of children of this unfortunate class in the State.

The improvements and progress of the pupils have been very encouraging, and parents and friends in almost every instance have expressed satisfaction with what has been accomplished in the short time since the school was organized.

The Institution is open to the inspection of the public at all reasonable hours; and all are not only cordially invited, but are earnestly requested to visit the school.

It is the desire of the trustees to ascertain accurately the number of this class of children in the State, and persons knowing the residence of feeble-minded children in Illinois, will confer a favor by writing to that effect to the undersigned, as it is desirable that reliable statistics may be gathered in order that proper legislation may be made in behalf of all of this unfortunate class of children in the State.

Application for admission, information, etc., should be directed to

C. T. WILBUR, M. D., *Superintendent,*
Illinois Institution for Feeble-Minded Children,
Jacksonville, Illinois.